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AUTHOR Kiefert, Kaye D.; And Others
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ABSTRACT

A project was conducted to develop a Career Education Teacher Training Corps model for local district staff development and district program planning and development. Seven training modules were developed which provide a comprehensive planning and staff development system that can be adapted for use in a variety of educational settings. These modules covered the areas of career education orientation, curriculum development, guidance, activities, materials and resources, and community resources. Five teams of educators were selected and trained in the content and use of these materials and modules. After receiving thirty hours of training, the corps members developed a local district implementation plan for career education, including curriculum planning, materials and resources assessment, and staff development planning. Participants in the master training sessions showed significant gains in both knowledge and skills in the career education module areas as measured by the pre/post evaluation instrument. Corps members were also assisted in developing measurement techniques for use in their own future training sessions at the local level. Dissemination efforts were highly successful in terms of responses of local districts in the state of Washington. (Author/BM)

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Career Education Teacher

Training Corps

FINAL REPORT

Materials written and collected by:

Career Education Teacher Training Corps Project
Educational Service District #121
Seattle, Washington
1977/78

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AUTHORS:

Kaye D. Kiefert, Director
Harry M. Silverthorn
Wanda Y. Cadman-Moore
James C. Lefiler

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Educational Service District 121, a regional educational service agency, in Seattle, Washington, was funded under Grant No. G0077C0092 by the Office of Career Education, U.S. Office of Education, to develop and pilot a comprehensive teacher training model for career education. This teacher training corps model consists of a set of seven training "modules," designed to train trainers and give them the background materials, lecture notes, lesson plans, activities, and support resources necessary to train educators in their own local districts in six areas of career education implementation techniques. Within this set of training modules is found a broad range of selected resource materials and activities that can be used by a local district in developing and implementing a total career education program and an on-going staff development plan.

MAJOR ACTIVITIES

GOAL I: To develop, collect, and refine six modules of trainer, teacher, and student materials to be used by local districts for teacher training and staff development in the area of career education.

Objective II: By the end of the 1977-78 school year, the project will have a model and an extensive set of seven teacher training modules for teacher training and staff development in the implementation of career education.

Activities Accomplished

The six teacher training modules, containing approximately 3,000 pages of materials and resources, were developed by the Educational Service District 121 writing team and piloted during

two separate training sessions involving five local districts within the ESD 121 boundaries. The seventh module is Module G which provides the "model," sample workshop outlines, and implementation plans and procedures. Module G was developed as a product of the two pilot training sessions and is the key to the intended use of these materials. In addition to materials written by project staff especially for these modules, materials and activities were collected and adapted from exemplary career education projects, other collections of career education materials, and outstanding publications. The materials underwent internal critique and revision, evaluation by two outside experts selected by the evaluator, and were rated by the sixty participants from the five local districts who participated in the pilot training sessions, using pre-tests, post-tests, and critique sheets. The seven modules underwent a preliminary revision between the two pilot sessions and a final revision upon completion of the second pilot session.

Intent

The ESD 121 Teacher Training Corps (TTC) Model was designed to be used as a master training model for preparing a corps of trainers in any size or kind of local district. It is not intended to be self instructional and, due to its size and content, should be accompanied by a minimum of 30 hours of instruction before use by local career education trainers. It was developed and piloted at a regional level for the purpose of making it adaptable and transportable. It could be easily transported to other regional service agencies, state offices, and local school districts.

The TTC Model contains models and materials that were selected

from nationally known, as well as local, projects and programs. The model does not contain all models, merely representative samples of various kinds of career education models and materials, and is intended to be a guide to assist local districts in selecting and implementing their own unique program and staff development plan for career education. For local use within the State of Washington, an additional group of resource materials are on file at ESD 121 (listed in Module D) and may be checked out for use by local districts with a trained Teacher Training Corps. It was intended that this model should merely be the base for beginning an on-going staff development program and that each local TTC should add to this base, as they progress in their local planning and implementation effort.

It was assumed that persons selected to become TTC trainers would have at least some background, knowledge, and experience in the field of career education.

Training Modules

The Teacher Training Corps program is divided into seven modules:

1. Module A - INTRODUCTION AND ORIENTATION

   The intent of this module is to provide the trainer with a thorough understanding of the concepts and premises of career education. This module provides information and materials required for trainers to conduct various kinds of training sessions, ranging from a few minutes "overview" of career education to an in-depth workshop dealing with the development and implementation of career education including: history and development, key concepts, and exemplary projects and models.

The A Module consists of a set of "trainer activities" which can be used as building blocks in the development of an in-service plan, and includes alternatives for delivery of, and instructions in, career education concepts to many different kinds of audiences (community groups, building staffs, etc.).

2. Module B - ACTIVITIES FOR CAREER EDUCATION

This module is designed to be taught with Module C for the purpose of providing trainers with background knowledge of materials, techniques, and models for infusing career education concepts at the student level. It provides materials for identifying and selecting materials, techniques, and models which can be used in classroom activities and strategies for infusing career education concepts into the curriculum, and assists trainers in developing skills in communicating to others the process for developing career education activities and strategies. This module may also be used "alone" as a resource for ideas in selecting and developing classroom strategies which infuse career education concepts into an already existing curriculum.

3. Module C - CAREER EDUCATION CURRICULUM DEVELOPMENT

This module is designed as a process-oriented approach to the development of career education programs. The module is designed to present the curriculum process in sequential units that allow for presentation and practice of the curriculum development components. Ample and pertinent support materials are provided for the trainer, enabling the trainer to expand each concept presented according to the needs of the audience. This curriculum model was developed to demonstrate infusion

of career education concepts into existing curriculum and support the value of a systems approach to curriculum development, recognizing the need for planning, implementation, and assessment in the development of career education programs.

Curriculum materials were included from:

*Implementing Career Education Systematically, Region 10 Education Service Center, Richardson, Texas

*Washington State Plan for Career Education

*Small Schools Student Learning Objectives, State of Washington

*Career Education Training Program, State of Missouri

*Needs Assessment/Curriculum Design Models, Fenwick English and Roger Kaufman

4. Module D - RESOURCES AND MATERIALS

There are two main functions of this module. The first is to provide "trainers" with a thorough background in the identification and selection of career education resources and materials. The module deals with the categories of commercial and non-commercial materials and includes many examples. Each example is related to the process of identifying, selecting, and finding materials appropriate to local district needs. The second function of this module is to provide access to the physical resources required in teaching the other TTC Modules. Because the D Module does contain a wide variety of career education resources and materials, it is a very useful module for both delivering training and for implementing a local career education program.

5. Module E - GUIDANCE TECHNIQUES

This module is designed to prepare educators to use career

guidance activities with students in the career development process. This module provides materials that may be used by teachers as classroom activities and by counselors as a resource in working with classroom teachers in planning and implementing career guidance activities for the classroom. The "Guidance" Module is arranged according to six major aspects of career guidance: Role Definition and Stereotyping, Life-Style/Leisure/Retirement Planning, Problem Solving and Decision-Making, Occupational Information Gathering, Self Awareness, and Personal/Social Development. Each aspect is covered in-depth by including background information, training activities and materials, and teacher classroom activities and materials.

6. Module F - COMMUNITY RESOURCES

The intent of this module is for use by trainers to assist educators in becoming familiar with community resource systems and models, and developing and using community resources for career education. The first purpose of the module is to give training background by sharing examples and strategies for the identification, selection, and establishment of community resource systems in local schools. The second purpose of the module is to provide information for teachers on the utilization of community resources for the infusion of career education activities into the present curriculum.

The "Community Resources" Module includes information, examples, activities, and strategies which have been proven effective by use in validated projects and through use in classrooms in Washington State and Region 10, ESC, Texas.

The following experienced- and community-based career education models are included:

*E.B.C.E., Tigard, Oregon

*Washington State Community Resource System

*Project FUTURE, Bremerton, Washington

*Three-Star Career Education Project, Camas, Washington

*I.C.E.S., Region 10 Education Service Center, Richardson, Texas

*I.P.A.R., Portland, Oregon

*Washington Occupational Information System (W.O.I.S.)

7. Module G - TTC TRAINING MODEL AND LOCAL DISTRICT IMPLEMENTATION PLAN

The "Teacher Training Corps Model and Implementation Plan" forms the body of Module G. It includes the training format, workshop outline, sample agendas, descriptions of the module and materials, and sample local district staff development implementation plans from the five pilot districts. The dissemination package was used as part of Module G.

GOAL II: To orient and train a corps of teachers, counselors, and administrators in the development and infusion of a career education program, K-12, in three to five identified local school districts within the boundaries of Educational Service District 121.

Objective II: By the end of the 1977-78 school year, 100% of the participating local school districts will have a selected and trained corps of teacher trainers, representing K-12, skilled in definitions, teaching strategies, developmental methods, and teacher training techniques needed to implement a K-12 career education staff development plan.

Activities Accomplished

The TTC Model is intended to progress toward student outcomes in three phases:

PHASE ONE includes the selection and training of a CORPS of trainers from a local district. This corps consists of persons with some basic knowledge of career education philosophy and implementation techniques, who are interested in becoming a part of a team effort to provide staff development for other educators in their district. The corps selection process is extremely important to the success of the future K-12 implementation effort. The districts receive guidelines for selection (Appendix A), and the criteria states that each team must include teachers from the elementary, junior high/middle school, and high school levels; guidance personnel; and at least one administrator. This corps then may provide a resource base for the total district effort. This corps of educators receives 30 to 80 hours of instruction in the use of the TTC Training Modules, in a master training session of one to two weeks (local requirements and restrictions will dictate the length of the sessions). If only one week of training is possible, the corps will be trained, predominately, in the use of the modules, an overview of the content, techniques and activities for use in training sessions, and development of a local district implementation plan for staff development. In two weeks of training, or in subsequent follow-up or update sessions provided by the ESD, the corps members will receive further in-depth assistance by using the modules themselves in practice training sessions, developing their own training activities, and developing and implementing their own corps staff development sessions in their own district. (Either an opportunity for the follow-up sessions, including a training practicum for corps members, or the full 80 hours of training should be provided.)

Project Training Objectives

The project pilot sessions dealt with the following outcomes:

I. After receiving training from the ESD trainers using the six TTC Modules, individual members of the corps will demonstrate increased knowledge and skill in:

   a. career education concepts, history, and techniques
   b. finding, selecting, adapting, and utilizing career education resources
   c. career education curriculum content and infusion techniques
   d. community resource concepts and models
   e. career guidance activities and techniques

II. The TTC will demonstrate the ability to:

   a. write career education training workshop formats
   b. design training activities
   c. select and use career education instructional techniques
   d. evaluate training efforts

III. The TTC will demonstrate ability to assist in development of a local district staff development, training, and implementation plan.

PHASE TWO includes the supervised staff development practicum resulting in certification as a TTC trainer (options shown in Appendix B), and the subsequent staff development sessions in which the new TTC trainers, using the module materials, will train teachers in career education implementation techniques. These sessions may range from a half-hour presentation at a faculty meeting to a 30-hour credit course. The materials in the modules are designed so they may be used in many settings and adapted as needed. The TTC members also may use their skills in this phase as speakers in the community, or in any of the other many roles that must be filled in the total career education district plan. During this phase, a trainer may choose to use the training materials in-depth and provide on-going training sessions, or they may elect to use their skills and materials as resource persons. It is not

expected that all members of the TTC will elect to become certified trainers, but it is expected that all TTC members will fulfill some assigned roles in the TTC Corps effort.

PHASE THREE involves the delivery of career education to the student population and will come during the second year of implementation. In this phase, the TTC may assist teachers with their lesson plans, with their "infused" objectives and activities, and with resources. Student outcomes must be measurable, and the TTC should be able to document the results of their efforts in terms of these student outcomes.

Training Workshop Model (outline)

The ESD 121 TTC workshop model was piloted twice in one-week sessions with a practicum provided for phase two and a minimum of three follow-up meetings with each of the local district corps involved in the pilot. Five local districts were selected to be representative of the kinds of local districts in Washington State. The pilot included Seattle, Tacoma, Clover Park, Northshore, and White River school districts. These districts range in size from an enrollment of 1,799 in the smallest to 58,925 in the largest, and differ in socio-economic population, percent of minority students, urban and rural characteristics, and other variables. The TTC teams ranged in size from five members in the smallest district (White River) to sixteen members each from Seattle and Tacoma, the largest districts.

Graduate credit was offered for completion of the 30-hour training course through Western Washington University, and procedures for granting instructor, or adjunct professor, status

to interested certified trainers were established, giving the participants some incentives to become active trainers.

Because only 30 hours were available for initial training, the team was divided into specialty areas, with individual members selecting their own area of expertise. The areas included: curriculum and infusion, career guidance techniques, and community resource systems and techniques. All of the corps members received training in Module A, "Introduction and Orientation," and in Module D, "Resources and Materials." These two modules were covered in the first two days of training, and the second two days were devoted to concentrated study in one of the three specialty areas. The final training day was spent in sharing expertise in specialty areas among the corps members and beginning the development of a local district career education implementation plan for staff development (Appendix C).

Measurement instruments were developed for use by the third-party evaluator and the ESD project staff to measure the trainer outcomes and obtain a critique of the training modules from the workshop participants (samples of these instruments are included in Appendixes G and I). Workshop outlines were adapted and refined after the first pilot sessions (Appendixes D1 and D2).

GOAL III: To assist the three to five identified local school districts in Educational Service District 121 in the development of local district implementation plans for teacher training/in-service in the area of career education, utilizing their local teacher training corps.

Objective III: By the end of the 1977-78 school year, 100% of the participating local school districts will have a locally developed district plan for staff development and implementation in career education.

Activities Accomplished

A. Planning meetings were held with each of the career education district leaders to mold the selection of their local corps to their implementation plan, taking into account their own structure and needs.

B. Corps members were asked to make a decision, assisted by their career education leader, on a specialty area; so the total makeup of the team would insure a comprehensive staff development program.

C. Formal corps activities, resulting in the local district implementation plan, took place during the last day of the training session. Follow-up planning sessions were held with each corps during the months following the training and preceeding the beginning of the 1978-79 school year.

During these follow-up meetings, the staff of ESD 121 provided assistance in the brainstorming and development of a local district implementation plan that included staff development as a part of the plan. Originally the plan was to have been exclusively a staff development component, but as the individual district corps began their planning, a more comprehensive plan was outlined in several districts, including needs assessment procedures, position statements, curriculum revision plans, and resource assessment.

As the local district corps members struggled with their planning, it became apparent that the usefulness of the TTC materials far exceeded their original intended use as trainer materials; and, in fact, provided a framework upon which a local district could rely to assist them in the decisions necessary in

the planning and implementation of a total local district career education program. The corps members could use their skills in many, varied situations from staff development to resources analysis and curriculum planning. This was probably one of the more significant outcomes of the project. As a result of the training and TTC materials, alternatives for curriculum revision are being explored, career education programs have been adopted or adapted for the 1978-79 school year, the central administration offices in the local districts are taking a new look at the career education components (K-12) in their programs, and resources and existing programs are being evaluated in terms of student outcomes.

Not all of the outcomes of this project are available at this time; in fact, it will be some time before the full effect of the TTC Project will be seen in the pilot districts, due to the timelines for implementation. However, the outlines of several areas involved in the future career education implementation plans are available (see Appendix F).

ANTICIPATED CHANGES OR PROBLEMS

Due to changes made necessary by the elimination of project funds for teacher release time, the training session time was reduced from two full weeks to one week. Several adjustments were made because of this change (Appendix C, Training Schedule).

Originally, each team member was to have received training in the use of each of the six modules. Time reduction necessitated the "specialist" corps approach. One to four members of each corps were trained in one of three specialty areas: curriculum and infusion, career guidance, or community resources. All were trained in Modules A and D.

Additional provisions for monitoring the training skills of the new corps and providing "credentialing," or approval for them to become local district trainers, were arranged. Alternatives for various practice and practicum experiences were explored and three alternatives were selected that would yield a good practicum experience and provide quality control for the duration of the project (Appendix B).

Another area of difficulty became apparent because of the size of the training modules. Due to the magnitude of the task involved in compiling the necessary materials and writing of these training modules, the fieldtesting of the materials was moved into March and April so as not to compromise the quality of the product. Lost time in the beginning month of the project also necessitated the changes in the timeline. This, in turn, affected the availability of the modules for use by the local district corps before the end of the 1977-78 school year. Little evaluation data is available from the local district corps sessions.

The cost of reproducing or printing the modules also became a problem, both because of the size of the modules and the reduction in the original budget figure. It became apparent that only the overview of the training program will be disseminated free to local districts within Washington State, regional service districts, and requesting agencies. The nine Educational Service Districts within Washington State will be offered free sets of materials and a day-long orientation to their content and use. Subsequent requests for sets of materials will be handled on a reproduction-cost basis.

An additional concern centers around the intended "use" of these modules. They were designed to be used in cooperation with

a master-trainer training program, such as the pilot sessions offered during the project. The modules were not intended to be self instructional. Provisions to facilitate their adaption and/or use by any adopting agency have been made by the Project Director, and training sessions have been, and will be, arranged upon request.

It was the original intent of the project to have produced completed local district staff development implementation plans by August of 1978. However, due to the positive changes in focus and the broader impact made possible by the TTC training and materials, the actual development of the staff development portion of the total implementation plans has been postponed by most districts until the fall of 1978. This has been done to give the districts the opportunity to look more closely and analytically at their needs and direction before the actual implementation of a full-blown staff development program. It is due to this change that the actual staff development plans are not finalized at this time, and the total local district implementation design is shown instead. It is unfortunate that the project could not have continued for another year, in order to assist these local districts in their implementation and to train other districts in the use of these materials and procedures.

DISSEMINATION ACTIVITIES

GOAL IV: To disseminate a proven model for regional teacher training in the area of career education, including six modules of proven materials and techniques for implementation of the Teacher Training Corps Model.

Objective IV: By the end of the 1977-78 school year, the project will disseminate a copy of the Teacher Training Corps Model and modules of materials and techniques to each of the five pilot districts. Introduction and an overview of the training model and six modules will be disseminated to each of the Educational Service Districts in Washington State.

Activities Accomplished

A. Regional presentations at professional meetings have taken place at this time. An overview of the training model and the six modules was given for the following organizations:

1. Washington State Association for Supervision and Curriculum Development; state convention, Seattle, Washington, February, 1978

2. Regional Career Education Conference, American Association of School Administrators, Portland, Oregon, March 16-18, 1978

3. Educational Service District 189 Curriculum Committee, January, 1978

B. Due to the size and complexity of the TTC materials, it was decided that a dissemination package, including the Module G overview and a cover letter describing the program and its use, would be mailed to each Educational Service District in the State of Washington; and presentations on the materials will be made to any requesting regional agency, in the fall of 1978, by the Project Director and ESD 121 curriculum personnel.

C. All local school districts in Washington State will also receive a letter of explanation and a Module G overview. For this reason, as well as a desire to make the materials available and useful to as many agencies as possible, the Project Director will be setting up procedures to provide consultants/trainers for adopting districts, as needed.

D. All regional service agencies listed in the new A.A.S.A. mailing list and all U.S. Office project directors will receive an informational letter concerning the project and product. Arrangements will be made during the 1978-79 school year for the necessary reproduction of materials for any training sessions.

SPECIAL ACTIVITIES

In accordance with the principles outlined in the guidance section of the training modules, these materials have been critiqued and screened for sex, role, and race bias. In addition, a special section, one of the six guidance areas, speaks directly to the problems of stereotyping and bias in career guidance materials.

ABSTRACT

Educational Service District 121, a regional educational service agency in Seattle, Washington, developed and piloted a Career Education Teacher Training Corps model for local district staff development and district program planning and development. Seven training modules were developed by the project staff that provided a comprehensive planning and staff development system that could be adapted for use in a variety of educational settings. The career education materials covered the areas of career education orientation, curriculum development, guidance, activities, materials and resources, and community resources. Each module contains materials for training a local district person in career education training techniques, and materials for these master trainers to use in teaching other educators to implement career education in their respective educational situations. Teaching materials in each module include lecture notes, masters for overhead transparencies, handout materials, etc. to support each teaching module. Activities in the modules include information on time allotment, resources needed, objectives, and activities for accomplishing the training.

Five teams of educators were selected and trained in the content and use of the materials and modules. These teams formed a local district Teacher Training Corps (TTC). After receiving 30 hours of training in the career education modules, these Corps members developed a local district implementation plan for career education, including curriculum planning, materials and resources assessment, and staff development planning. The TTC teams ranged in size from 5 members to 15 members, depending upon the size of the local district, and included teachers from various grade levels

and subject areas, as well as guidance and administrative personnel.

Procedures for certifying the TTC members as trainers were arranged through Western Washington University in Bellingham, Washington. After 30 hours of training and a practicum session in which the Corps members were observed in an instructional situation, the members were recommended as trainers for their local districts, and were eligible to apply through the University for adjunct professor status to encourage teaching of the modules as graduate credit courses. Course approval for each of the training modules was arranged through the Department of Technology at Western Washington University, so that the credit option would be available at the local district level. Each module received one graduate credit from W.W.U. Other institutions of higher education in Washington State also voiced their interest in crediting the training modules for use by their institutions in the area of continuing education.

The participants in the master training sessions, held by the Educational Service District 121 Career Education staff, showed significant gains in both knowledge and skills in the career education module areas as measured by the pre/post evaluation instruments. TTC members were also assisted in developing measurement techniques for use in their own future training sessions at the local level.

Dissemination efforts were highly successful in terms of the responses of the local districts in the State of Washington. Over 30 local districts and 6 educational service districts requested information about the materials and training. Inquiries were also received from other states, professional associations, local education agencies, and regional service agencies. All inquiries were answered by the Project Director.

EVALUATION

Introduction

This report contains evaluation findings for the 1977-78 Career Education Teacher Training Corps Project. The goal of this project has been to develop and field test a set of teacher training modules and to conduct training for selected educators from school districts within Educational Service District No. 121. The program, directed by Ms. Kaye Kiefert, was designed to fulfill three project goals: 1) To orient and train a corps of teachers, counselors and administrators in the development and infusion of a Career Education Program (K-12) in five identified local school districts within the boundaries of Educational Service District #121; 2) to assist five identified local school districts in Educational Service District #121 in the development of district-wide implementation plans for teacher in-service in the area of Career Education, utilizing their local Teacher Training Corps members; and 3) to develop, collect and refine a transportable training model, with an extensive set of proven materials for teacher training and staff development in the implementation of Career Education at the local level.

This evaluation report has been prepared by Dr. J. Arthur Keith, Professor of Education, Central Washington University, Ellensburg, Washington.

The role of the Third Party Evaluator has been to design and conduct an evaluation of the Career Education Teacher Training Corps

project in accordance with the three goals which were stated above. In a series of meetings with the Project Director, Kaye Kiefert, and the Project Staff: Wanda Cadman, Jim Leffler, and Harry Silverthorn, the Evaluator clarified project goals and objectives. Essentially, the process of evaluation which culminates in this final evaluation report was one of collecting, tabulating, analyzing and summarizing data to describe progress in meeting each of the specific project objectives. The data were collected by the Evaluator through interviews with and observations of the Project Staff; through a pre-test and post-test administration of a set of questionnaires used in the two training workshops; through an informal jury inspection of the training modules; and through inspection of records and documents of the Project Staff. The remainder of this report has been divided into four sections. Each of the first three sections reports the findings for one of the project goals; the last section contains a summary of the evaluation report. The format for reporting each of the three goal sections is similar. A statement of the goal is followed by a description of data collection and analysis techniques. The data report and analysis portion displays the data in table form, when appropriate, or in narrative form. The last section of the report contains evaluative statements regarding the Evaluator's estimates of project success in meeting the project goals.

Goal I: To orient and train a corps of teachers, counselors and administrators in the development and infusion of a Career Education Program (K-12) in five identified local school districts within the boundaries of Education Service District #121.

Data Collection and Analysis Techniques

Data which have been used to assess the success of the Career Education Teacher Training Corps Project in accomplishing Goal I have been collected in three ways: The Evaluator observed selected workshop sessions and recorded events and comments; a set of pre-test and post-test instruments were administered as part of each workshop session; and workshop participants completed an evaluation of instruction instrument after each workshop session. The workshop questionnaires were developed by the Evaluator based on discussions with Project Staff and an inspection of workshop lesson plans. The questionnaires were critiqued by the Project Staff and revised as appropriate. The Evaluation of Instruction form was modified from an instrument in use at Central Washington University, with special adaptation to fit the workshop setting and Career Education content. The guiding structure for the Evaluator's workshop observation notes was the Teacher's Appraisal Instrument developed by Dr. Madeline Hunter of UCLA. The structure has been adopted as a guide to evaluation of the teaching process for many school districts in Washington.

Each of the participants in the two one-week workshops completed a Knowledge and Skill Assessment for each of the training sessions. The Project Staff administered the pre-test at the beginning of

training on Module A and D, on Module B, on Module C, on Module E, and on Module F. The post-test was also administered by Project Staff after each of the above listed training sessions. The pre-test and post-test instruments asked each participant to assess his/her knowledge and skill in Career Education. Each instrument focused on the particular training objectives for the training modules; a sample instrument is shown in Appendix G. The responses for each training session were tabulated and analyzed for change in pre-test/post-test scores. The data for participants in both workshops were combined for analysis purposes.

Data are reported as average scores for each item on the questionnaire. The change from pre-test to post-test score is then reported as a plus or minus change. No statistical comparison was made.

At the conclusion of each training session and at the end of each one-week workshop, participants were asked to complete an Evaluation of Instruction instrument (see Appendix H). This instrument was completed by all participants after each workshop session and an overall rating was completed at the conclusion of each one-week workshop.

Responses on the Evaluation of Instruction form were tabulated and are reported as an average for each item. The last two items provided for open-ended responses on "Things you thought were done especially well" and "Things which would improve this workshop session." The responses for the first workshop were used to revise the second workshop instruction. No tabulation or

summary of the responses for these open-ended statements is contained in this report.

The third data collection method relative to Goal I was workshop observation by the Third Party Evaluator. Verbatum observation recordings were made of events, reactions and instructor techniques. This information was discussed with the Project Staff and used as the basis for instructional improvement for the second workshop. No tabulation of data is reported in this report.

Data Report and Analysis

Participants completed the Knowledge and Skill Assessment instrument which asked for a self-report of knowledge about and skill in using material covered in each training session. While the basic format for the assessment instrument was similar, the items were different for each Module. The Evaluator used the Project Staff instructional objectives for each Module and constructed a set of items to match. A five point scale was used by participants to rate their knowledge and skill: 1 = Truly Outstanding; 2 = Superior; 3 = Good; 4 = Fair, Average; and 5 = Below Average, Poor. All scores are reported as averages; scores from the two workshops are combined.

Module A Career Education Concepts and History and Module D Selecting or Locating Career Education Materials were combined for training purposes. Table 1 shows the average pre-test and post-test scores for each item and a combined knowledge average and a combined skill average. All changes from pre-test to post-test were in a positive direction: participants reported an increase in knowledge and skill as a result of workshop training.

TABLE 1

Module A Career Education Concepts and History and Module D Selecting or Locating Career Education Materials. (These two modules were combined for workshop training purposes.)

Data are reported for 38 participants.

Knowledge Items	Average Pre-test Scores	Average Post-test Scores	Change
1. Basic Career Education concepts/definitions	3.67	2.58	1.09
2. History & development of Career Education	3.99	3.15	.84
3. Sources of commercial Career Ed. materials	3.87	2.80	1.08
4. Sources of non-commercial Career Education materials	3.95	2.69	1.26
5. Contents of Module A	4.38	2.84	1.54
6. Contents of Module D	4.20	2.67	1.53
Average of Knowledge Items	4.01	2.79	1.22
Skill Items--Perform			
1. Locate Career Education materials	3.06	2.54	.52
2. Select or design Career Educ. materials	3.60	2.66	.94
3. Use Career Educ. project model	3.73	2.65	1.08
Skill Items--Teach			
1. Teach now to select or design Career Education materials	3.94	2.71	1.23
2. Teach how to locate Career Education materials and resources	3.79	2.56	1.23
Skill Items--Lesson Plan			
1. Develop lesson plan for teaching Module A	4.01	2.58	1.43
2. Develop lesson plan for teaching Module D	3.86	2.50	1.36
Average of Skill Items	3.71	2.60	1.11

The knowledge gain of 1.22 and the skill gain of 1.11 were similar. Participants reported least gains in knowledge of History and Development of Career Education and in skill in locating Career Education materials. The most gains were reported in developing lesson plans to teach the modules and in knowledge of the contents of the Modules.

Module B Selecting and Writing Career Education Activities and Module C Curriculum Development Process were also combined for training purposes. Participant responses are reported as averages in Table 2. All changes from pre-test to post-test show an increase in knowledge and skill.

The knowledge gain of 1.49 is somewhat higher than the skill gain of 1.25. Larger knowledge gains were reported in learning the contents of the modules. The largest skill gain was 1.66, selecting or writing infused career education goals and objectives; developing lesson plans to teach the contents of Module B and C also showed a gain of almost one and one-half points (1.46 and 1.40). The least gain for participants who received training in Module B and C was the skill item, Teach how to use Career Education project model.

Module E Career Education Guidance was taught in a separate training session. All changes from pre-test to post-test show a gain in knowledge and in skill. For this module the knowledge gains are less than one-half point except for one gain of .70 on item 4 and 1.77 on item 7. This would indicate that participants did not report a substantial increase in knowledge as a result of training in this module. However, the skill gains approach or exceed one full interval.

TABLE 2

Module B Selecting or Writing Career Education Activities and Module C Curriculum Development Process. (These two modules were combined for workshop training purposes.)

Data are reported for 20 participants.

Knowledge Items	Average Pre-test Scores	Average Post-test Scores	Change
1. Career Education curriculum development processes	3.65	2.17	1.48
2. Needs assessment program	3.86	2.28	1.58
3. Methods of integrating Career Ed. into curr.	3.59	2.06	1.53
4. Characteristics of Student Learning Object.	3.39	2.21	1.18
5. Methods of teacher assessment of student achievement	3.43	2.32	1.11
6. Contents of Module B	3.79	2.07	1.72
7. Contents of Module C	3.85	2.01	1.84
Average of Knowledge Items	3.65	2.16	1.49
Skill Items--Perform			
1. Select or write infused C.E. goals/object.	3.83	2.17	1.66
2. Select or write C.E. student learning acti.	3.55	2.36	1.19
3. Select or write C.E. assessment items	3.98	2.65	1.33
Skill Items--Teach			
1. Teach how to select or write infused Career Education goals and objectives	4.00	2.75	1.25
2. Teach how to select or write Career Education student learning activities	3.62	2.66	.96
3. Teach how to select or write a Career Education scope and sequence	4.06	2.85	1.21
4. Teach how to use C.E. project model	[illegible]	2.92	.78
Skill Items--Lesson Plan			
1. Develop lesson plan for teaching Module B	4.10	2.64	1.46
2. Develop lesson plan for teaching Module C	4.11	2.71	1.40
Average of Skill Items	3.88	2.63	1.25

TABLE 3

Module E Career Education Guidance.

Data are reported for 12 participants.

Knowledge Items	Average Pre-test Scores	Average Post-test Scores	Change
Definitions and Content for Guidance Areas			
1. Occupational information	2.86	2.59	.27
2. Lifestyle, leisure, retirement	2.77	2.32	.45
3. Personal and social development	2.77	2.59	.18
4. Role definition and stereotyping	2.89	2.19	.70
5. Self-awareness	2.29	2.15	.14
6. Problem solving and decision making	2.80	2.46	.34
7. Contents of Module E	4.02	2.25	1.77
Average of Knowledge Items	2.91	2.36	.55
Skill Items--Perform			
1. Plan a Career Education presentation of one of the six guidance areas	3.75	2.45	1.30
Skill Items--Teach			
1. Teach how to develop and use Career Guidance activities in classroom	3.20	2.29	.91
2. Teach how to relate guidance activities to student learning objectives	3.57	2.70	.87
Skill Items--Lesson Plan			
1. Develop lesson plan for teaching Module E	4.05	2.56	1.49
Average of Skill Items	3.64	2.50	1.14

TABLE 4

Module F Community Resources

Data are reported for 13 participants.

Knowledge Items	Average Pre-test Scores	Average Post-test Scores	Change
1. Concepts of Project Future	4.19	2.12	2.07
2. Procedures for conducting community Interaction Program activities	4.09	1.98	2.11
3. Procedures for organizing a Community Advisory Committee	4.17	2.37	1.80
4. Reasons for using community resources	2.59	1.64	.95
5. Parts of Washington State Community Resource System	4.70	2.58	2.12
6. IPAR system (Institute for Public Affairs Research)	4.86	3.07	1.79
7. Contents of Module F	4.38	1.98	2.40
Average of Knowledge Items	4.14	2.25	1.89
Skill Items--Perform			
1. Outline a community information brochure	3.71	2.34	1.37
2. Outline a speaker's guide for a given grade level	3.65	2.00	1.65
3. Plan in outline form a system for setting up a community resource system	3.47	2.00	1.47
Skill Items--Teach			
1. Teach how to utilize community resources in classroom activities	3.40	2.11	1.29
2. Teach how to identify community resources for classroom use	3.34	1.71	1.63
Skill Items--Lesson Plan			
1. Develop a lesson plan for teaching Module E	4.53	2.11	2.42
Average of Skill Items	3.68	2.05	1.63

Module F Community Resources was not combined with any other module for training purposes. Again, all changes reported knowledge and skill gains from pre-test to post-test. All of the knowledge gains approached or exceeded two intervals except for item 4 which had a gain of .95. Participants reported a very low level of knowledge of Community Resources on the pre-test. The average gain in skill was 1.63 with an especially large gain (2.42) for developing a lesson plan for teaching Module E.

Module G Training Implementation was the focus of the last day of each week of workshop training. Participants were asked to rate their skill in developing a district training program and in providing leadership in implementing a training program for each of the previous six modules. The data for Table 5 on Module G was collected only during the second workshop. Participants, at the end of the session, marked what they believed to be their beginning and ending skill levels. For both skill areas, developing training program and providing implementation leadership, participants indicated a gain of about one and one-half intervals. The range from 1.14 to 1.82 average gain for the 12 items indicates a consistent pattern. Participants reported the smallest gain in developing a training program for Module E (1.14) and the largest gain for providing implementation leadership (1.82) for the same module.

Table 6 summarizes the knowledge and skill pre-test and post-test averages for all modules. The average gains in knowledge and in skill are 1.29 and 1.33 respectively. Only for Module E Knowledge is the gain less than one full interval on a scale of five.

TABLE 5

Module G Training Implementation

Data are reported for 26 participants; data gathered for second workshop only.

Knowledge Items	Average Pre-test Scores	Average Post-test Scores	Change
Develop a training program for teachers in district:			
1. Module A	4.31	2.81	1.50
2. Module B	4.26	2.63	1.63
3. Module C	4.37	2.79	1.58
4. Module D	4.39	2.70	1.69
5. Module E	4.00	2.86	1.14
6. Module F	3.95	2.58	1.37
Average of Items 1 - 6	4.21	2.73	1.49
Skill Items--Provide Leadership			
Provide leadership in implementation of a training program in district:			
7. Module A	4.20	2.84	1.36
8. Module B	4.45	3.00	1.45
9. Module C	4.61	.11	1.50
10. Module D	4.48	2.76	1.72
11. Module E	4.13	2.31	1.82
12. Module F	4.25	2.90	1.35
Average of Items 7 - 12	4.35	2.82	1.53
Average of Items 1 - 12	4.28	2.78	1.50

TABLE 6

Knowledge and Skill Gains for Modules A - G

	Knowledge Items			Skill Items		
	Average Pre-test Scores	Average Post-test Scores	Change	Average Pre-test Scores	Average Post-test Scores	Change
Module A/D - Knowledge	4.01	2.79	1.22			
- Skill				3.71	2.60	1.11
Module B/C - Knowledge	3.65	2.16	1.49			
- Skill				3.88	2.63	1.25
Module E - Knowledge	2.91	2.36	.55			
- Skill				3.64	2.50	1.14
Module F - Knowledge	4.14	2.25	1.89			
- Skill				3.68	2.05	1.63
Module G - Skill				4.28	2.78	1.50
Average of Knowledge Items	3.68	2.39	1.29			
Average of Skill Items				3.84	2.51	1.33

At the conclusion of each training session which focused on a set of modules (A/D and B/C) or on a single module (E and F) and at the end of the week long workshop, Project Staff distributed the Evaluation of Workshop Instruction instrument. Participants were asked to complete the questionnaire anonymously and were told tabulations would be made by the Evaluator. Table 7 displays the average rating for each of the first ten items. The data were averaged by converting the letter scale, A = Truly Outstanding; B = Superior; C = Good; D = Fair, Average; and E = Below Average, Poor into numerical values from 1 to 5 respectively. Therefore, an average of 2.00 would be interpreted as Superior. Five items: 1) Flexibility and responsiveness, 2) Tolerance, 3) Interest, 4) Knowledge of subject, and 9) Agreement between objectives and what was taught, were rated Superior or Better in the overall workshop rating. Items 6 and 8, Clarity of interpretations and explanations and Clarity of objectives, received the lowest overall ratings of 2.40 and 2.32. These ratings are between Superior (2.00) and Good (3.00).

Item 11 asked "Would you recommend this workshop to others?" Participant's responses were 16 "Yes, without reservation;" 28 "Yes, with a few reservations;" 6 "Yes, with many reservations." Of the 50 respondants, 32 percent gave the workshop the highest rating and 56 percent the second highest rating.

Item 12 asked for a difficulty rating from "Very elementary" to "Very difficult." 38 persons, 76 percent, rated the workshop "About right," with seven people rating it "Somewhat elementary" and 58 people rating it "Somewhat difficult."

TABLE 7

Evaluation of Workshop Instruction

	Training for Module A/D	B/C	E	F	Overall Workshop
1. Flexibility and responsiveness	2.74	1.75	2.23	2.14	2.00
2. Tolerance	1.98	1.58	1.83	1.76	1.61
3. Interest	2.03	1.29	1.61	1.43	1.51
4. Knowledge of subject	1.83	1.26	1.54	1.59	1.39
5. Organized presentation	2.35	2.16	2.10	2.15	2.27
6. Clarity of interpretation and explanation	2.83	2.37	2.19	2.02	2.40
7. Emphasis on important material	2.68	1.97	2.39	1.99	2.18
8. Clarity of objectives	2.61	2.08	2.47	2.15	2.32
9. Agreement between objectives and what was taught	2.48	1.91	2.28	1.92	2.01
10. Comparison to other workshop instruction	2.87	2.17	2.03	2.29	2.21
	n=45	n=29	n=20	n=22	n=50

TABLE 8

Critique Form

Curriculum Consultant Ratings

	General Organization 11 items	Instructional Design 16 items	Content 10 items	Materials 11 items	Principles of Learning 9 items	Average Module Rating
Module A Career Education Concepts and History	4.68	4.44	4.78	4.59	4.67	4.63
Module B Selecting or Writing Career Education Activities	4.53	4.73	4.63	4.17	4.56	4.52
Module C Curriculum Development Process	4.59	4.29	4.65	4.59	4.22	4.47
Module D Selecting or Locating Career Education Materials	4.85	4.58	4.75	4.57	4.44	4.64
Module E Career Education Guidance	4.80	4.75	4.70	4.64	4.67	4.71
Module F Community Resources	4.80	4.61	4.40	4.76	4.89	4.69
Average Rating of Each Category	4.71	4.57	4.65	4.55	4.58	

Goal II. To assist five identified local school districts in Educational Service District #121 in the development of district-wide implementation plans for teacher in-service in the area of Career Education, utilizing their local teacher training corps members.

Data Collection and Analysis Techniques

The method for collecting data to verify the completion of Goal II was to inspect official records of Project Staff. The nature of the data collected were not numerical in form; therefore, data analysis for these data were summarized without tabulation.

Data Report and Analysis

The Evaluator reviewed official correspondence and records of Project Staff to assess the degree to which Goal II was completed. Each of the five local school districts had been requested to submit reports of their planning efforts.

Project Staff met at least twice with members of each local district Teacher Training Corps. These follow-up meetings were held after completion of the training workshop. Implementation strategies were developed which had the goal of providing in-service training for a number of other district staff. This effort was intended to provide a multiplier effect to the project activities. Each of the five districts did, in fact, complete implementation plans aimed at using the Teacher Training Corps members as cadre for a district in-service plan. Some details of the plans of two districts are cited in this report as examples. The Teacher

Training Corps members in District T, a large metropolitan district, accomplished the following:

1. Developed a set of recommendations for strengthening the Career Education program. These recommendations were endorsed by the School Board on May 31, 1978.
2. Formed an advisory committee organized around three specialty teams. These are scheduled for operation in the 1978-79 school year.
3. Wrote a proposal for Youth Employment Training funding.
4. Planned for the development and coordination of a community resource system.
5. Completed plans for adoption of PROJECT FUTURE, an economic-career education community resources program.
6. Assigned two persons to work on infusion of Career Education objectives into district Student Learning Objectives.
7. Formulated plans for building presentations during 1978-79 school year.

Teacher Training Corps members in District WR, a small rural district, completed one major in-service effort and planned a comprehensive Career Education plan for 1978-79.

1. Presentations were given to the Board of Directors.
2. In-service orientations were conducted in each of the districts three buildings: elementary, middle, and secondary.
3. Plans were made to identify a small group of "pilot teachers" from each building to receive training and begin Career Education implementation in the fall of 1978.

4. A commitment was made for use of the multiplier effect to result in completion of the entire district staff by the end of the 1978-79 school year.

The Project Staff did supervise and assist in the follow-up planning for implementation. Data are not available to indicate the actual completion of the activities which were planned. Only one district actually engaged in staff training of other teachers using the expertise gained by workshop participants. All districts, however, had formulated plans to intensify their in-service training activities using the materials and experience gained from participation in project activities.

Goal III: To develop, collect and refine a transportable training model, with an extensive set of proven materials for teacher training and staff development in the implementation of Career Education at the local level.

Data Collection and Analysis Techniques

This goal was evaluated in two parts, each based on a separate objective. The first objective was to develop a model and a set of eight Teacher Training Modules. The second objective was to disseminate descriptions of the Module and information about the model to the Educational Service Districts in the State of Washington.

Data collection efforts for the first objective consisted of inspections and critiques of the eight Modules. Three types of critiques were completed. In the formative stages of module writing, each Module was reviewed by Project Staff and a small group of persons experienced in Career Education. Based on these preliminary critiques, the Modules were edited and submitted to two persons knowledgeable in curriculum development and teacher training. Each Module was rated using a five point scale for items within five general categories: General Organization, Instructional Design, Content, Materials and Principles of Learning. These critiques were used by Project Staff to edit and prepare the Modules for use in the training workshops. At the completion of each training session, each Module was critiqued by participants from the five local districts. Again, a five point rating scale was used with focus on the five general categories

listed above. The number of items for each category was reduced significantly to allow workshop participants to rate the Modules more rapidly. Samples of the two Critique Forms used in this process are reproduced in Appendix I.

The Analysis Technique for the data relative to this objective consisted of a tabulation of ratings from the two curriculum consultants and from workshop participants. The ratings were averaged and are reported in that form.

The second part of Goal III had the objective of dissemination of information about and descriptions of the Teacher Training Corps model and Modules. Data collection and analysis techniques were an interview with the Project Director and inspection of project records to document dissemination activities. No numerical tabulations were made.

Data Report and Analysis

A summary of the critique data for Modules A - F will provide sufficient indications of Project success; therefore, no tabulations of the ratings by the two curriculum consultants are reported. The participant ratings are reported in table form following a summary of the critique by the curriculum consultants.

Each of the curriculum consultants independently read and critiqued each of the Modules A - F. The rating sheet provided for a 1 (low) to 5 (high) mark for each of several items in the five general categories. Table 8 presents a summary of the ratings. On a scale of 1 - 5, average ratings for five categories for 6 Modules were computed. Only six (6) of the thirty ratings was less than

4.50; the lowest was 4.17. The Module receiving the highest overall average was Module E Career Education Guidance (4.71); the lowest overall rating was for Module C Curriculum Development process (4.47).

Each of the participants critiqued the Modules using an abbreviated form containing fewer items for each of the five general categories. A summary of those ratings are found in Table 9. While the participants did not rate the Modules as high as did the curriculum consultants, the average ratings were consistently near 4.00 on a scale of 1 - 5. Module E Career Education Guidance received the highest average rating (4.32) and Module A Career Education Concepts and History received the lowest overall rating (3.93). Since the workshop participants rated these Modules as part of the training process, they may have transferred some feelings about the instruction to their perceptions of the Modules. Several comments were made about the volume of material and the difficultly in assimilating all the information.

No critique was conducted of Module G Training Implementation since it was a part of follow-up activities and did not have the same form as the others. The project proposal established eight (8) training modules as the objective, but Project Staff reorganized the content into a total of seven Modules.

An additional informal part of the evaluation process included continued observation of Project Staff as they wrote, re-wrote, edited and produced the Modules. A continual problem was encountered in condensing and selecting from a large collection of excellent Career Education materials and ideas. The Modules as

TABLE 9

Critique Form

Teacher Training Corps Workshop Participants

	General Organization (3 items)	Instructional Design (8 items)	Content (4 items)	Materials (6 items)	Principles of Learning (2 items)	Average Module Rating
Module A Career Education Concepts and History	3.60	4.25	4.15	3.71	3.93	3.93
Module B Selecting or Writing Career Education Activities	3.61	4.53	4.50	4.08	4.62	4.27
Module C Curriculum Development Process	3.81	4.37	4.43	3.88	4.29	4.16
Module D Selecting or Locating Career Education Materials	4.00	4.41	4.37	4.04	4.31	4.23
Module E Career Education Guidance	4.11	4.32	4.42	4.24	4.50	4.32
Module F Community Resources	3.86	4.29	4.22	3.95	4.29	4.12
Average Rating of Each Category	3.83	4.36	4.35	4.48	4.32	

they were used in the training workshops were so extensive as to cause the participants some minor problems in focusing on a few key concepts or materials. The participants expressed appreciation for the volume of materials, but also felt a lot of additional study would be necessary on their part to utilize all of the contents of the Modules. The Project Staff was very knowledgeable about Career Education processes, materials and concepts; they had difficulty partially because they tried to include too much material.

The second objective for Goal III involved the dissemination process. The Evaluator has ascertained that all Educational Service Districts in the State of Washington have been sent a letter of explanation and a packet of information about the Project. The packet contains a description of the Teacher Training Corps model and a description of the training Modules. These activities successfully complete the Project Objective.

Those Educational Service District offices which express interest in the Modules and in training in their use will be provided a two-day orientation workshop by ESD #121. The curriculum personnel who receive the training will receive a set of modules. They, in turn, will provide information and support services to requesting local districts.

Additional dissemination activities include a letter of explanation and a Project description to all of the superintendents and Career Education contact persons in all school districts in Washington. Each of the Educational Service Districts as listed in the latest American Association of School Administrators Register

of Regional Service Districts has also been sent information about this Teacher Training Corps Project.

Project Staff, and particularly the Project Director, have been active in disseminating information about the Teacher Training Corps model and Modules through such activities as presentations at Washington State Association for Supervision and Curriculum Development, State Convention, February, 1978; at the Regional Career Education Conference, American Association of School Administrators, March, 1978; and at numerous curriculum, in-service and professional meetings.

Summary and Conclusions

A few general observations are expressed here by the Evaluator. These comments are in addition to those supported by data and deal more particularly with process and make value judgments growing out of the data collection and analysis activities.

The workshop presentations were well-organized and geared to the assumed needs of the audience. Some of the local district personnel who were sent to receive training had little prior experience with Career Education; others had a great deal of expertise. This factor made it difficult for the Project Staff to relate to the varying levels of knowledge and skill.

The Project Director experienced some early difficulty in the hiring of Project Staff because of some Educational Service District #121 policies regarding Reduction in Force and re-hiring. Throughout the Project, the Staff was constantly confronted with the threefold problem of a wealth of material and resources; a

desire to include as much as possible; and a limit to what realistically could be included in the Modules. The volume of typed material constantly created a secretarial and production problem. The secretary was efficient; there was just too much paperwork. The Modules which were produced as a result of this Project contain excellent material which would be a real asset to local school district personnel who are planning or implementing a Career Education in-service program. The Modules, however, are not self-explanatory to any except a highly skilled Career Educator. Users of the Modules should participate in workshop training before receiving the Modules in order to make implementation constructive.

Conclusion

The proposal for this grant listed three broad goals. All of these goals were successfully met by Project Staff.

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Appendix A

SELECTION GUIDELINES FOR TEACHER TRAINING CORPS

Number of Persons in Corps: Depends on the size of the district and the coverage needed--five minimum to 15 maximum.

Suggested Minimum Composition: One teacher from each level (elementary, middle school, secondary), a guidance person, and administrator.

Criteria:

1. Prior experience in implementing career education
2. Personal commitment to the training program
3. Recognized leadership potential
4. Commitment to participate in implementing the local district follow-up plan
5. Desire to become a trainer

Upon request, the Educational Service District will provide an orientation to the training program and discussion of the implementation procedures for the group of trainer candidates from each district, prior to their final decision to participate in the program. The districts must have finalized their selection of trainer candidates by January 20, 1978.

Appendix B

Options for Certifying Trainers

I. Educational Service District 121 - Team teach summer course in area of specialty with an ESD Specialist (provides practicum toward a certificate).

Four 1-credit courses will be offered at the ESD in June covering Modules A, C, E, and F. Any participant may request to appear as a guest instructor for one or more of the courses. This will provide an opportunity for the participant to develop a lesson plan, deliver the lesson, and be observed by the ESD Specialists for certification, while actually participating in the instructional setting. Participants will receive a certificate from the ESD certifying that they are an approved trainer.

II. Observe in-service activity in the district.

The ESD Specialists will be available to assist the participant in organizing, delivering, and evaluating any staff development sessions they choose to engage in during the time period between the completion of their training sessions and the end of the project, September 1, 1978. If this option is chosen, a team member from their own district and the person responsible for coordinating the career education staff development program will also attend a segment of the session and assist the ESD Specialist in evaluating their performance, and in certifying them to train others.

III. Apply, on their own, to be adjunct professor, make out course outline, arrange for visit from team member and leader.

Any participant may apply for adjunct professor status at Western Washington University, submit a course outline for approval, and upon approval, teach a credit course for 1 credit in any module. In this case, Western Washington University will provide a person to observe the instruction and determine satisfactory or unsatisfactory performance. Any person who receives this approval and conducts successful training as judged by Western's personnel will automatically receive the approval of the ESD 121 Career Education Specialist Team for certification as a trainer.

CREDIT COURSES TO BE OFFERED

June, 1978

494-A	Monday,	June 19	
	Tuesday,	June 20	INTRODUCTION 1 credit
494-B	Wednesday,	June 21	
494-C	Thursday,	June 22	CURRICULUM ACTIVITIES 2 credits
	Friday,	June 23	
494-F	Monday,	June 26	
	Tuesday,	June 27	COMMUNITY RESOURCES 1 credit
494-E	Wednesday,	June 28	
	Thursday,	June 29	GUIDANCE TECHNIQUES 1 credit

CAREER EDUCATION TEACHER TRAINING CORPS

TRAINING SCHEDULE

-50-

MODULE:

A. Introduction and Orientation

B. Activities

C. Curriculum and Infusion

D. Resources and Materials

E. Guidance Techniques

F. Community Resources

G. Training Implementation

Hrs	Monday	Tuesday	Wednesday and Thursday	Friday
1	Introduction Logistics		Participants will select from one speciality area:	
2	Team Building Activities	D		I. Develop local implementation plan
3	Introduction: Module A		B C	
4				II. Evaluations
5	A	Overview of Modules:		
6		C B and	E F	
7		E and F		
8	Introduction: Module D			

Appendix C

Appendix D1

Sample Training Workshop Agenda

Appendix D1

CAREER EDUCATION TEACHER TRAINING CORPS WORKSHOP

A G E N D A

Monday

8:15	INTRODUCTIONS	Kaye Kiefert
	LOGISTICS	
	OVERVIEW OF THE TRAINING PROCESS	
8:30	CERTIFYING	Kaye Kiefert
	TEAM BUILDING ACTIVITIES	Jim Leffler
10:00	BREAK	
10:15	MODULE A	Harry Silverthorn
	Overview	
	Basic Knowledge of Career Education	
11:45	LUNCH (on your own)	
1:00	MODULE A	Harry Silverthorn
	Goals and Objectives of Module	
	Use of the Module	
2:15	BREAK	
2:30	MODULE A	Harry Silverthorn
	Identification and Development of a Lesson Plan	
3:00	MODULE D	Harry Silverthorn
	Introduction	
3:45	ASSIGNMENT	

CAREER EDUCATION TEACHER TRAINING CORPS WORKSHOP

A G E N D A

Tuesday

8:15	MODULE A - ORIENTATION	Harry Silverthorn
	Team Participation, Presentations, and Evaluations	
9:30	MODULE D - RESOURCES	Harry Silverthorn
	Major Ideas	
	Commercial Materials	
	Non-Commercial Materials	
10:00	BREAK	
10:15	MODULE D	Harry Silverthorn
	Content of the Module	
	Module Goals, Objectives, and Activities	
	Use of the Module	
11:45	LUNCH	
1:00	OVERVIEW OF MODULES E, F, B, C	
	Module E - Career Guidance	Jim Leffler
1:40	Module C - Curriculum	Wanda Cadman
2:20	BREAK	
2:40	Module B - Activities	Harry Silverthorn
3:00	Module F - Community Resources	Jim Leffler
3:40	ASSIGNMENTS (by teams)	Kaye Kiefert

CAREER EDUCATION TEACHER TRAINING CORPS WORKSHOP

A G E N D A

Wednesday

MODULE C	MODULE E	MODULE F
8:15 Introduction	8:15 Introduction	8:15 Introduction
8:25 Definition and Support for Systems Approach to Curriculum Development	8:40 Career Development Practices	8:25 Project FUTURE and Goals for Community Resources
9:10 Description and Analysis of C.E. Models	9:00 Occupational Information "What Is It?"	8:45 Use of Resources
9:40 3 Methods of Integrating C.E. into Curriculum	9:25 Occupational Information for Teachers and Students	8:55 Rationale for Using the Community as a Resource
	9:45 Lifestyle, Leisure, and Retirement	9:15 Learner Objectives
		9:20 Activity - Student Application Form
		Clustering
10:00 BREAK	10:05 BREAK	10:15 BREAK
10:15 Development of Infused C.E. Objectives	10:20 Personal and Social Development	10:30 Organizing a System
11:15 Description of C.E. Goal Development	11:05 Life Roles & Stereotyping	10:45 Activity - Site Visits
		Clustering
11:30 Writing/Selection of C.E. Goals	11:25 Stereotyping and Career Development	11:00 Site Selection
		11:10 Local Work Sites for Observation
11:45 LUNCH	11:45 LUNCH	11:45 LUNCH
1:00 Above Continued	1:00 Occupational Choice and Self Concept	1:00 Activities Continued
1:15 Definition of C.E. SLO's	1:25 Values Sharing	1:25 Procedures for Setting UP System
Selection/Writing of SLO's		

CAREER EDUCATION TEACHER TRAINING CORPS WORKSHOP

A G E N D A

Wednesday
(Page 2)

MODULE C	MODULE E	MODULE F
	1:45 Decision Making	1:40 Activity - Establish Procedure for Local District
2:15 BREAK	2:10 BREAK	2:40 BREAK
2:30 Writing/Selection of C.E. Classroom Objectives	2:25 Problem Solving and Decision Making	3:00 Evaluation of Community Resources
3:00 Selection/Writing of C.E. Activities	2:45 Activities	3:10 Activity - Outline and Devise Evaluation Procedures
3:30 Selection/Writing of Activities to Meet SLO's	3:10 ASSIGNMENT: Prepare lesson plan and 30 minute presentation for 1 of guidance areas.	3:40 ASSIGNMENT: Develop questionnaire to be completed by either teacher or student during an onsite visit.

CAREER EDUCATION TEACHER TRAINING CORPS WORKSHOP

A G E N D A

Thursday

MODULE C	Module E	MODULE F
8:15 Evaluation Methods for C.E. Curriculum	8:15 10 Presentations and Evaluations	8:15 Questions and Answers on Assignment
		8:30 Advisory Committee: Purpose, Organization, and Functions
8:45 Selection of C.E. Learning Resources		8:55 Activity - Brainstorm Advisory Committee Activities
9:15 C.E. Program Scope and Sequence		9:30 Use of Classroom Speakers
		10:00 Selling the Community
9:30 Team Planning for Presentation		10:05 Infusion of Community Resources into K-12 Curriculum
9:45 BREAK	9:45 BREAK	10:20 Activity - Outline a Community Information Brochure
10:00 First Presentation and Critique		11:05 Developing a Speaker Guide
11:15 Second Presentation		11:15 Activity - Outline a Speaker's Guide
11:45 LUNCH	11:45 LUNCH	11:45 LUNCH
1:00 Second Presentation and Critique continued		1:00 Fieldtrips
		1:15 Activity - Plan Fieldtrip
		1:20 Washington State Community Resources

CAREER EDUCATION TEACHER TRAINING CORPS WORKSHOP

A G E N D A

Thursday
(Page 2)

MODULE C	MODULE E	MODULE F
		1:50 Activity
2:00 BREAK	2:00 BREAK	2:20 BREAK
MODULE B 2:15 Introduction: Content and Purpose 2:30 Goals and Objectives 2:45 Samples of Major Ideas for Goal A (Teacher Trainer Activities) 3:15 Samples of Major Ideas for Goal B (Teacher Trainer Activities) 3:35 ASSIGNMENT: I. Select or write an activity A. select/write goal B. select/write objective C. select/write an activity to implement that objective II. Develop lesson plan to communicate the process involved in developing (selecting/writing) the activity you have developed.	3:00 Discussion and Questions 3:30 ASSIGNMENT: Develop a team plan for delivery of career guidance concepts and techniques to district personnel, including: administrators, teachers, counselors, and committees.	2:35 I.P.A.R. 2:45 Team Presentation of W.O.I.S. and E.B.C.E. 3:50 ASSIGNMENT: Plan for delivery of community resources to district.

CAREER EDUCATION TEACHER TRAINING CORPS WORKSHOP

A G E N D A

Friday

MODULE B & C	MODULE E	MODULE F
8:15 Participants teach 10-12 min. portion of lesson plan, describing process for development of activity while demonstrating the activity.	8:15 Collection of assignment and questions. 8:25 Continue assignments of day before: district plan for delivery of module concepts and techniques.	8:15 Planning and outlining developmental sequence to be used in district to set up a community resource system. 9:15 Presentations of assignments (5 min. overview)

10:15 BREAK

10:30 DISTRICT TEAM SHARING

Each specialist group will share with others on their team their perceptions of the module and what they learned during the training, including:

concepts
content
strategies
products developed

11:45 LUNCH

1:00 PROCESS FOR BEING CERTIFIED

How can your district provide opportunities for you to become certified trainers?

1:15 OVERVIEW OF STATE PLAN

What is necessary for a total career education district program?

1:40 TEAM SESSIONS

3:30 EVALUATION

Appendix D2

Sample Training Workshop Outlines

G CAREER EDUCATION TEACHER TRAINING CORPS

MODULE A TRAINING OUTLINE

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: I. Participant will know the content of the A Module: -Its Purpose* -The Seven Major Sections: 1. Table of Contents 2. Preface 3. Module Introduction 4. Use of the Module* 5. Teacher Trainer Packet* 6. Trainee Packet 7. A Module Resources*	
	Training Outline:	
10 min.	A. Module Introduction 1. Purpose: a. Develop understanding b. Provide background: 1) information 2) materials 2. Description of Training: a. "infuse" b. need for commitment c. thorough	Module A, Sec. II Introduction

*areas emphasized in training

Approx. Time	Lesson Outline	References & Resources
20 min.	B. What's in the A Module: 1. Preface, Sec. II, describes A Module fit with other modules 2. Table of Contents - Seven Major Sections: a. Table of Contents b. Preface c. Module Introduction d. Use of the Module e. Teacher Trainer Packet f. Trainee (teacher, counselor, admin.) Packet g. A Module Resources	Module A, Sec. III Preface Module A, Sec. I, Content

MODULE A TRAINING OUTLINE
Page 3

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: II. Participant will know the goals of the A Module: -Be able to cite or paraphrase the two goals -Be familiar with the objectives for each goal -Be able to select trainer activities which relate to each goal	
	Training Outline:	
15 min.	A. Goals and Objectives:	Module A, Sec. IV, Teacher Trainer Packet Goals and Objectives
	1. GOAL A - The trainer will understand career education concepts and definitions.	
	a. objectives for Goal A	
	b. trainer activities for Goal A	
	2. GOAL B - The trainer will have knowledge of the history and development of career education, nationally and locally.	
	a. objectives for Goal A	
	b. objectives for Goal B	
	B. Samples of Major Ideas and Concepts Presented in the A Module Related to Goal A	
	1. Defining Career Education	Trainer Activities
10 min.	a. Washington State Plan for C.E.	A1-1
10 min.	b. alternative definitions	A2-1

*areas emphasized in training

Approx. Time	Lesson Outline	References & Resources
10 min.	c. writing a definition	A3-1
15 min.	2. Showing Need for Career Education	A6-1
10 min.	3. The Eight Elements of C.E.	A4-1
10 min.	4. Career Awareness, Exploration, and Preparation	A9-1
	C. Samples of Career Education Development and Background Information Presented in the A Module Related to Goal B	
10 min.	1. History and Development of C.E.	B1-1
10 min.	2. Exemplary Career Education Projects	B2-1
10 min.	3. Community-Based Career Education	B5-1
10 min.	4. Occupational Information Systems - General	B6-1

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: III. Participant will be able to use the A Module to develop lesson plans to be used to teach identified audience: -Know the lesson plan format -Be able to use trainer activities in developing lesson plans -Be able to identify the audience and match appropriate activities* -Develop a lesson plan*	
	Training Outline:	
30 min.	A. Developing Lesson Plans for Introducing Career Education Concepts and Definitions	Trainer Activity A12-1
1.5 hrs.	B. Assignment: Participants will prepare a lesson plan suitable for a prescribed group identified in their own district or community and will be prepared to present this lesson plan to their team.	

*areas emphasized in training

MODULE B TRAINING OUTLINE

Approx. Time	Lesson Outline	References & Resources

Training Outcomes:

I. Participants will know the content and purpose of the B Module:

A. Purpose - will understand the relationship of the Activities Module to the total curriculum, hence the C Module*

1. Know the "fit" of the B Module to the C Module

2. Know the application of the B Module in teaching the Activities Development

B. Content - will know the eight major sections of the B Module

1. Table of Contents

2. Preface

3. Module Introduction

4. Use of the Module

5. Goals and Objectives

6. Teacher Trainer Packet

7. Trainee (teacher, counselor, etc.) Packet

8. Resources

Training Outline:

15 min. A. Module Introduction — Module D, Sec. I II, III

1. Purpose

a. provide background for teaching the activities process

*areas emphasized in training

Approx. Time	Lesson Outline	References & Resources
	b. part of the total curriculum development process	
	c. emphasizes classroom activities or strategies that infuse career education concepts	
	Training Outcomes: II. Participants will know the goals of the B Module: -Be able to cite or paraphrase the goals of the B Module -Be familiar with the objectives for each goal -Be able to select trainer activities which relate to each goal	
	Training Outline:	
15 min.	A. Goals and Objectives:	
	1. GOAL A - The trainer will have knowledge of materials, techniques, and strategies for C.E.	
	a. objectives for Goal A	
	b. trainer activities for Goal A	B Module, Sec. V Goals and Obj.
	2. GOAL B - The trainer will understand the process involved in communicating the development of activities and strategies for C.E. to others.	Teacher Trainer Packet
	a. objectives for Goal B	
	b. trainer activities for Goal B	
30 min.	B. Samples of Major Ideas and Concepts Presented in the B Module Related to Goal B	Trainer Activities A3-1 through A3-
	1. Selecting or Writing Goals	

Approx. Time	Lesson Outline	References & Resources
	2. Selecting or Writing Objectives	
	3. Selecting or Writing Activities:	
	a. by subject area	
	b. by grade level	
	c. by career education element	
	Training Outcomes:	
	III. Participants will be able to use the B Module to teach others the process for selecting or writing activities for career education and to assist others in:	
	-Selecting or writing goals which infuse career education	
	-Selecting or writing objectives which infuse career education	
	-Selecting or writing activities which implement infused career education objectives	
	Training Outline:	
	A. Samples of Major Ideas and Concepts Presented in the B Module Related to Goal B	
20 min.	1. Developing a Lesson Plan	B1-1
	2. Presenting:	
	a. a process for selecting and writing activities	B2-1
	b. demonstrating activities	B2-2
30 min.	B. Assignment:	B Module Trainer Activities
	1. Participants select or write:	D Module Resource
	a. a goal	

Approx. Time	Lesson Outline	References & Resources
	b. an activity to implement that objective	
	2. Participants develop a lesson plan to communicate the process involved in developing (selecting or writing) the activity they have developed.	
1 hr. 45 min.	C. Practice:	
	1. Participants teach a 10-12 minute portion of their lesson plan in which they describe the process for development of an activity while demonstrating the activity they have developed.	
15 min.	2. Discussion	

MODULE C TRAINING OUTLINE

Approx. Time	Lesson Outline	References & Resources
	Goals for Module C, Curriculum Development: A. As a result of the training in the use of Module C, the participant will be able to identify career education curriculum development processes. B. As a result of the training in the use of Module C, the participant will develop components of a career education curriculum model.	
10 min.	Introduction: Explanation of the format of the module; philosophy of curriculum development methods; philosophy of the trainer; lesson plan for the training session and out-of-class assignments (Objectives for this module will be stated on the blackboard for participants' use.)	Intro. to the C Module
Present: 15 min. Practice: 30 min.	Objective A1 - The participant will be able to define curriculum and support the need for a systems approach to curriculum development. Objective B2 - The participant will develop a definition, a rationale, and choose a needs assessment process upon completion of the module.	A1-1 A1-2 B2-1
	Outcomes: The learner will be able to: *define curriculum *define the systems approach to curriculum development *describe a needs assessment process	
	The trainer will use handouts and explain the Kaufman definition, rationale, and generic planning model to explain curriculum processes, from needs assessment to evaluation	
Present: 30 min.	Objective A2 - The participant will be able to describe and analyze various career education curriculum models	A2-1 A2-2 A2-3 A2-4

Approx. Time	Lesson Outline	References & Resources
	Outcomes: The learner will be able to: *discuss curriculum models and the needs of various groups in selecting a model *list some important components of a curriculum model	
	The Fresno process model will be used to demonstrate curriculum development. Lecture notes describing all steps in a curriculum development process and samples of four models will be presented. Objective A3 - The participant will be able to define at least three methods of integrating career education into the curriculum.	
Present: 30 min. Practice: 30 min.	Objective B3 - The participant will develop a method to infuse career education into the curriculum upon completion of this module.	A3-1 B3-1
	Outcomes: The learner will be able to: *list at least two categories or methods of integrating career education into the curriculum *teams will discuss the infusion process and develop/select two infused student learner objectives.	
	The trainer will describe in detail the definitions for: add-on programs of career education separate programs of career education infused programs of career education reversed infusion of career education Using the Camas 3-Star Project, the trainer will describe infusion of career education into the curriculum. Using overheads, the trainer will describe subject area student objectives and demonstrate the infusion of career education. Teams will develop infused SLO's.	

Approx. Time	Lesson Outline	References & Resources
Present: 15 min. Practice: 30 min.	Objective A4 - The participant will be able to describe goal development using appropriate models for goal development in C.E. Objective B4 - The participant will write or select career education goals for curriculum development upon completion of this module.	A4-1 A4-2 B4-1
	Outcomes: The learner will be able to: *describe various goals in goal development *teams will write/select career ed goals.	
	The trainer will use handouts and Kaufman career development chart, definitions from various sources, process chart for developing a goal based curriculum with which to assist participants in goal development.	
Present & Practice: 1 hr. 30 min.	Objective A5 - The participant will be able to define student learner objectives using appropriate models for developing career education student learner objectives. Objective B5 - The participant will write or select career education learner objectives and classroom objectives to meet goals upon completion of this module.	A5-1 A5-2 B5-1 B5-2
	Outcomes: The learner will be able to: *define a student learner objective for career education *define a classroom objective *write career education student learner objectives which meet goals in A, B4. Teams will *write at least two classroom objectives which meet SLO's developed by participants.	
	The trainer will use handouts and overheads to describe SLO development. Definitions, examples, rationale, and models will be given participants. Emphasis will be placed on infusion of career education and subject area SLO's.	

Approx. Time	Lesson Outline	References & Resources
Present & Practice: 30 min.	Objective B6 - The participant will write and/or select activities which will enable the teacher to meet career education student learner objective and classroom objectives upon completion of this module.	B6-1
	Outcomes: The learner will be able to: *describe the need for an activity to teach to an objective Teams will: *write or select an activity which meets one (or part) of a student learner objective in B5	
	The trainer will present an overhead which discusses selection criteria for activities. Various types of activities will be discusses, particularly the Elementary Handtool Model. Activity evaluation methods will be discussed. Assessment of activities will be explained.	
Present: 15 min. Practice: 15 min.	Objective A6 - The participant will be able to define various methods of evaluation and the use of evaluation in career education curriculum design. Objective B7 - The participant will develop evaluation/assessment methods to test career education student learner objectives upon completion of this module.	A6-1 B6-2 B7-1
	Outcomes: The learner will be able to: *define at least two methods to evaluate/assess career education student learner objectives teams will: *write/select assessment items for career education student learner objectives *define methods for teacher assessment of student achievement of learner objectives	
	The trainer will present definitions of evaluation and assessment. Various career education test instruments will be given to the participants. Examples of SLO's will be used to demonstrate evaluation/assessment methods by which teachers can assess student progress, and	

Approx. Time	Lesson Outline	References & Resources
	through which career education program offerings can be evaluated.	
Present: 15 min. Practice: 15 min.	Objective B8 - The participant will choose and/or develop appropriate career education resources which will assist the participant in teaching to an objective.	B8-1
	Outcomes: The learner will be able to: Teams will: *describe some resources which can be used in teaching career education concepts *demonstrate some methods of selection of career educational resources, describing criteria which should be used in selection	
	The trainer will use examples of instructional resource materials selection criteria. Various types of resources will be defined and evaluation of the appropriateness of the resource as it relates to the SLO and activity will be discussed.	
Present: 30 min.	Objective B7 - The participant will be able to demonstrate the process of a career education program scope and sequence.	A7-1 A9-2
	Outcomes: The learner will be able to describe: *how the development of goals and objectives will provide a scope for the career education program *how sequence can be developed through writing goals and objectives	
	The trainer will describe a scope and sequence process for career education. The example will use basic concept career education terminology to provide examples. The need for such a scope and sequence process to create and maintain a career education program will be stressed.	

Approx. Time	Lesson Outline	References & Resources
Practice: (15 min. x 10 team members) 2 hr. 15 min.	ASSIGNMENT AND PRACTICE Teams will present a component of the curriculum development process to another team. During the out-of-class assignment, each team member will produce a training component and will present a sequential curriculum process to the other C Module team, taking about 15 minutes for each presentation. Components which may be chosen and presented by each team are: need for curriculum design processes needs assessment career education goals career education objectives career education activities career education assessment and evaluation career education infusion career education curriculum integration	

G CAREER EDUCATION TEACHER TRAINING CORPS

MODULE D TRAINING OUTLINE

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: I. Participants will be able to use the D Module in locating and obtaining materials and resources as required by other modules: -Be able to use the coding system to locate materials within the D Module* -Be able to use the coding system and external references to locate materials located in other collections*	
	Training Outline:	
15 min.	A. Resources located within the D Module: 1. coding system 2. descriptions	A6-1
15 min.	B. Resources referenced in the D Module but located elsewhere: 1. coding system 2. descriptions 3. how to obtain	
	Training Outcomes: II. Participants will know the content of the D Module: A. Purpose - Be able to state the three main functions*: 1. Provide background for identifying and selecting materials 2. Familiarize participants with a wide range of resources and materials 3. Support the other five modules by providing materials required in teaching those modules B. The Six Major Sections: 1. Table of Contents 2. Preface 3. Module Introduction 4. Use of the Module* 5. Teacher Trainer Packet* 6. Resources*	

* areas emphasized in training

Approx. Time	Lesson Outline	References & Resources
10 min.	A. Module Introduction 1. Purpose a. provide background in identifying and selecting materials b. familiarize user with a wide variety of resources c. support system for the other five modules 2. Description of Training a. process for selecting, finding, and adapting resources b. using the module to locate materials used in implementing other modules	Module D, Sec. II, Preface Module D, Sec. I, Contents Module D, Sec. III Introduction
20 min.	B. What's in the D Module 1. Preface, Sec. II - Describe D Module "fit" with respect to other modules. 2. Table of Contents - Two Major Sections a. teaching section 1) Table of Contents 2) Preface 3) Use of the Module 4) Teacher Trainer Packets b. resource section 1) Resource List 2) Resources (needed for all modules) 3) Bibliography	

Training Outcomes:

III. The participants will know the goals of the D Module:

-Be able to cite or paraphrase the three goals
-Be familiar with the objectives for each goal
-Be able to select Trainer Activities which relate to each goal

Approx. Time	Lesson Outline	References & Resources
20 min.	A. Goals and Objectives	
	1. GOAL A - The trainer will understand the process for finding, selecting, and adapting C.E. resources as required in individual modules (A through F).	
	a. objectives for Goal A b. trainer activities for Goal B	
	2. GOAL B - Trainers wil be able to select and use career education project models.	
	a. objectives for Goal B b. trainer activities for Goal B	
	3. GOAL C - The trainer will have knowledge of career education materials and resources lists in libraries, media centers, resource guides, catalogues, and bibliographies.	
	a. objectives for Goal C b. trainer activities for Goal C	
	B. Samples of Major Ideas and Information Presented in the D Module Related to Goal A	Trainer Activitie
15 min.	1. Commercial and Non-Commercial Career Education Materials	A1-1
	a. commercial C.E. materials b. non-commercial C.E. materials	A2-1 A3-1
10 min.	2. Selection Process	A4-1
	a. developing a rationale b. identifying need c. evaluating materials	
10 min.	3. Adapting Career Education Resources	A5-1
	C. Samples of Major Ideas and Information Presented in the D Module Related to Goal B	
10 min.	1. Selecting and Using Career Education Project Models	B1-1

Approx. Time	Lesson Outline	References & Resources
10 min.	2. Teacher Developed C.E. Activities	B4-1
	D. Samples of Major Ideas and Information Presented in the D Module Related to Goal C	
10 min.	1. Career Education Resource Guides and Bibliographies	C1-1
5 min.	2. Catalogues	C2-1

G CAREER EDUCATION TEACHER TRAINING CORPS

MODULE E TRAINING OUTLINE

Approx. Time	Lesson Outline	References & Resources
5 min.	I. Introduction to the Module E A. Preface Training Outcome: Participants will become familiar with the main concepts of this module.	A Module Preface
5 min.	B. Introduction and Rationale for the Module Training Outcome: Participants will be familiar with the six individual career guidance areas of the module.	A Module Intro & Rationale
5 min.	II. Goals of the Module and Its Components A. Goal A - Occupational Information Training Outcome: Participants will become familiar with the methods of information gathering in the area of occupational information.	Overhead E-5 Lecture Notes E-1
5 min.	B. Goal B - Life-Style, Leisure, and Retirement Training Outcome: Participants will look at life-style, leisure, and retirement as a part of the career development process.	Overhead E-6 Lecture Notes E-1
5 min.	C. Goal C - Personal and Social Development Training Outcome: Participants will become familiar with personal and social development aspects of the career development process.	Overhead E-7 Lecture Notes E-1
5 min.	D. Goal D - Role Definition and Stereotyping Training Outcome: Participants will become familiar with the processes and effects of role definition related to career development.	Overhead E-8 Lecture Notes E-1
5 min.	E. Goal E - Self Awareness Training Outcome: Participants will increase their self awareness in the areas of interests, abilities, habits, attitudes, and values.	Overhead E-9 Lecture Notes E-1
5 min.	F. Goal F - Problem Solving & Decision Making Training Outcome: Participants will become familiar with the decision making process and its application to the career development process.	Overhead E-10 Lecture Notes E-1

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: Participants will be familiar with the purpose, content, schedule, definitions, roles, and responsibilities of the career development process, as presented in the E Module.	
	Training Outline:	
25 min.	Lecture:	
	-Purpose of the E Module -Content of the E Module: Six Areas -Training Schedule for the Module -Definitions: Career Development Process -Role and Responsibilities in Career Development Process	Intro to Module Lecture Notes E-3
20 min.	Activity:	
	Participants will share with each other factors leading to their present occupation and discuss their own importance as role models.	Trainer Activity: 01-1
	Training Outcomes: Participants will be familiar with the definitions, content, and procedures for training in the module area of Occupational Information.	
20 min.	Training Outline: Lecture:	
	-Initial Occupational Information Gathering -Continuing and Up-Dating Information -Expanding Awareness of Occupations -Expanding Awareness of Requirements of Occupations -Expanding Awareness of Satisfactions of Occupations	Lecture Notes E-17
25 min.	Activity:	
	Participants will identify methods of facilitating occupational information processing in students	Trainer Activity: A2-2

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: Participants will be familiar with the definitions, content, and procedures for training in the module area of Life-Style, Leisure, and Retirement.	
	Training Outline:	
20 min.	Lecture: -Life-Style Definition -Life-Style and Career Development -Leisure Definition -Leisure and Career Development -Retirement Definition -Retirement and Career Development	Lecture Notes: E-37
25 min.	Activity: Participants will be able to describe the aspects of the career development process involving life-style, leisure alternatives, and retirement planning.	Trainer Activity: B1-1
	Training Outcomes: Participants will be familiar with the definitions, content, and procedures for training in the area of Personal and Social Development as presented in the E Module.	
	Training Outline:	
20 min.	Lecture: -Introduction to Interpersonal Communications -Definition of Interpersonal Communications -Introduction to Working Relationships -Definition of Working Relationships	Lecture Notes: E-54
25 min.	Activity: Participants will be able to describe the affect of personal and social development on working.	Trainer Activity: C2-1

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: Participants will be familiar with the definitions, content, and procedures for training in the area of Role Definition and Stereotyping, as presented in the E Module.	
	Training Outline:	
20 min.	Lecture: -Introduction to Life Roles -Definition of Life Roles -Role Expectations -Sex Role Stereotyping	Lecture Notes: E-75
25 min.	Activity: Participants will be able to describe the limiting affects of stereotyping on career development.	Teacher Activity: D3-1
	Training Outcomes: Participants will be familiar with the definitions, content, and procedures for training in the area of Self Awareness, as presented in the E Module.	
	Training Outline:	
20 min.	Lecture: -Occupational Choice as the Implementation of Self Concept -Interests -Attitudes -Habits -Abilities -Values	
25 min.	Activity: Participants will be able to identify the major factors which affect self concepts, values clarification, and sharing	Teacher Activity: E4-1

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: Participants will be familiar with the definitions, content, and procedures for training in the area of Problem Solving and Decision Making, as presented in the E Module.	
	Training Outline:	
20 min.	Lecture: -Decision Making and Career Development -The Decision Making Process -Evaluation Skills of Decision Making	Lecture Notes: E-124
25 min.	Activity: Participants will be able to apply the steps of the decision making process model to solving a problem situation presented to them.	Training Activit F2-1
	Training Outcomes: Participants will choose one of the six areas presented in the E Module and plan a presentation of a training activity in the chosen area.	
45 min.	Training Outline: Assignment for Homework: Participants will each choose one of the six guidance areas presented in the E Module and write a lesson plan for a 30 minute presentation of a training activity in that area. Participants may choose to team for a 60 minute presentation on one of the six areas.	
Day 2	**Training Outcomes:** Participants will each present a 30 minute training lesson on a chosen area in the Guidance Module.	

Approx. Time	Lesson Outline	References & Resources
	Training Outline:	
5 hr.	Ten 30-minute presentations on the guidance areas presented in the E Module.	
	Training Outcomes: Participants will take part in a discussion, question, and assignment period on the E Module	
	Training Outline:	
60 min.	Discussion, questions and answers, and assignment for homework.	
30 min.	Assignment: Participants, in district teams, will develop a plan for delivering guidance concepts and techniques to personnel in their districts. The personnel to include the following groups: administrators, teachers, counselors, and parents. Homework: Each participant will outline a presentation of guidance concepts and techniques, as presented in the E Module, for one of the following groups: teachers — administrators parents — counselors	
Day 3 10 min.	Collection of homework and questions	
1 hr, 60 min.	Groups continue assignment of day before: district plan for delivery of module concepts and teniques.	

MODULE F TRAINING OUTLINE
INTRODUCTION

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: At the end of this module introduction, participants will be familiar with the goals, objectives, and procedures which will be presented in the F Module.	
	Training Outline:	
5 min.	Module Preface	Module F Preface
5 min.	Introduction and Rationale for the F Module	Module F Intro & Rationale
10 min.	Goals and Objectives of the Module	
20 min.	Procedures for Training in Module F: Day One: in-depth on O.O.E. and Project Future Carry over in techniques and strategies Day Two: Advisory Committees Classroom Speakers Community Information Brochures Speakers Guides Fieldtrips Washington State Community Resource System IPAR WOIS EBCE	

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: Introduction - Participants will be familiar with the main concepts of Project Future and community resources, as presented in the F Module.	
	Training Outline:	
10 min.	Introduction to Community Resources and Project Future -Purpose -Why Use Community Resources -Project Future Model Program	slide/tape
20 min.	Overview of Project Future -Funding Source -Geographic Area -Goals -Basic Operation	F-1
	Training Outcomes: Rationale - Participants will be able to brainstorm a list to share with the group, of underlying assumptions that support the use of community resources and the O.O.E.	
	Training Outline:	
10 min.	Lecture: -Inclusion of Broader Community in Career Education -Information Gathering Skills for Students -Lessen the Chasm Between the Work World and Those Outside It -Employer and Potential Worker Interaction	F-1
20 min.	Activity: Learner groups will brainstorm rationale for use of community resources related to the underlying assumption statements presented in the lecture.	Activity A1-1

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: **Objectives - Participants will be familiar with the objectives of the O.O.E. for learners.**	
	Training Outline:	
5 min.	Lecture:	
	Seven Learner Objectives for Community Resources and the O.O.E.	F-1
	Activity:	
15 min.	Participants will be able to complete an application for a real or simulated O.O.E.	A2-1
10 min.	Participants will be able to cluster a list of jobs using their own clustering system.	A1-2
30 min.	Participants will be able to list jobs from the phone book in the Health Cluster.	A1-3
	Training Outcomes: **Organization - Participants will be familiar with the organizational steps in setting up an O.O.E. system.**	
	Training Outline:	
15 min.	Lecture: -Organization -Need for Cooperation -Organization Is Flexible -Advisory Councils -Staff -Learners -School Facilities	F-1
	Activity:	
15 min.	Participants will be able to identify possible school system personnel for coordination of the O.O.E. program.	A2-3
5 min.	Homework:	
	Participants will be able to identify possible local sites for a student O.O.E.	A2-2

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: Work Sites - Participants will be familiar with the processes for identifying possible work sites for O.O.E.'s.	
	Training Outline:	
5 min.	Lecture: -Clusters of Jobs -Responsibilities and Liabilities -Visits to Sites -Community Willingness to Participate -Community/School Relationships	F-1
60 min.	Activity: Participants will identify local work sites that would be appropriate for O.O.E.'s and make a plan for contacting these work sites.	A2-4
	Training Outcomes: Procedures - Participants will be familiar with the step-by-step procedures of conducting an O.O.E. as presented in this module.	
	Training Outline:	
15 min.	Lecture: -Sequential Steps -District-Level Procedures -Teacher-Level Procedures -Learner-Level Procedures -Community Resource Level Procedures -Follow-Up	F-1
60 min.	Activity: Participants will be able to establish a set of step-by-step procedures for establishing an O.O.E. program in their local district.	A2-5

Approx. Time	Lesson Outline	References & Resources
	Training Outcomes: Evaluation - Participants will be familiar with the evaluation procedures for O.O.E. experiences, as presented in this module.	
	Training Outline:	
10 min.	Lecture: -Program Evaluation -Learner/Student Evaluation	F-1
30 min.	Activity: Participants will devise forms and procedures for O.O.E. evaluation from the following groups: learners, employers, parents.	A2-6
15 min.	Homework: Participants will select, as a team, one of the following to present to the group the next day as a model for using community resources: EBCE, WOIS.	
	<u>DAY TWO</u>	
10 min.	Questions and Answers from Day One	
	Training Outcomes: Participants will be familiar with the schedule for day 2.	
	Training Outline:	
5 min.	Present schedule of day 2 of training.	
	Training Outcomes: Participants will be familiar with the purposes, organization, functions and guidelines of establishing an advisory committee for career education.	

Approx. Time	Lesson Outline	References & Resources
	Training Outline:	
25 min.	Lecture:	Handout F-31
	-Purpose of Advisory Committees partnership between career educators and the community share responsibility for success of career education program	
	-Organization mandatory or elective requirement representative membership number of members number of meetings	
	-Functions main function - advise not administer possible other functions	
15 min.	Activity:	Activity A1-4
	Participants will brainstorm specific activities for an advisory committee to assist the career education program.	
5 min.	Lecture:	Handout F-31
	Guidelines for activating an advisory committee	
15 min.	Activity:	Activity A1-5
	Participants will outline the steps and persons responsible for forming an advisory committee in their local district.	
	Training Outcomes: Participants will be able to identify basic reasons and procedures for using classroom speakers as a community resource.	
	Training Outline:	
20 min.	Lecture:	Lecture Notes F-14
	-2-Way Participation -Community Resources as a Public Relations Tool -Levels of Organization -Information To Gather on Community Resources -Preparation for a Speaker -Follow-Up	

Approx. Time	Lesson Outline	References & Resources
10 min.	Activity: Participants will outline the steps they would take for using a classroom speaker.	Activity A2-10
	Training Outcomes: Participants will be able to identify five or more reasons for using community resources.	
	Training Outline:	
5 min.	Lecture: Selling the Community and Schools on the Use of Community Resources Why the Community Should Invest Time, Money, and Effort To Support Career Education	Handout F-13
	Training Outcomes: Participants will be able to identify six reasons for infusing career education and community resources into the curriculum.	
	Training Outline:	
15 min.	Lecture: Why Infuse Career Education and Community Resources Into the Curriculum Commitment by Educators How It Can Work, K-6 How It Can Work, 7-10 How it can work, 11 and above	
	Training Outcomes: Participants will be able to outline a community information brochure for career education.	
	Training Outline:	
5 min.	Lecture: 3-Star Career Education Community Information Brochure	Handout F-29

Approx. Time	Lesson Outline	References & Resources
	-Who is the audience? -What is the program? -how the community can help -objective of the program -definition of career education -what career education is not -for more information	
40 min.	Activity: Participants will outline a community information brochure for their district, to include the points listed in the lecture.	Activity A2-9
	Training Outcomes: Participants will be able to outline a speaker's guide for their grade level.	
	Training Outline:	
10 min.	Lecture: -Possible Student Questions -Pre-Talk Arrangements -Speaking Tips -Information: Who To Contact	Handouts F-10, F-
35 min.	Activity: Participants will outline a speaker's guide for their grade level.	
	Training Outcomes: Participants will identify a rationale and steps in arranging fieldtrip/site visitations.	
	Training Outline:	
15 min.	Lecture: -Why a Fieldtrip/Site Visitation -Where To Start -Find Out -Preparations With the Class -Follow-Up	Handout F-24

Approx. Time	Lesson Outline	References & Resources
5 min.	Activity: Participants will outline plans for a field-trip/site visitation, to include points above.	Activity A2-11
	Training Outcomes: Participants will be able to identify the five parts of the Washington State Community Resource System	
	Training Outline:	
30 min.	Lecture: -Helping Students Learn -Special Materials -Teachers' Guide -Community Resource Coordinators Guide -The Evergreen Pages	Lecture Notes F-
30 min.	Activity: Participants will skim the Washington State Community Resource System and identify pages and parts for use with the products of Activities A2-10, A2-11, above.	Activity A2-12
	Training Outcomes: Participants will be able to describe the IPAR Program.	
	Training Outline:	
10 min.	Lecture: -The IPAR Program -Background Development of IPAR -Steps in Setting Up an IPAR Type Program	Handout F-12
60 min.	Activity: Participants will present one of the following to the group, as a team (30 min. each): WOIS EBCE	

Approx. Time	Lesson Outline	References & Resources
15 min.	Assignment: Participants will plan and outline strategies for presenting one aspect of community resource use to the personnel in their district: -Rationale for Use of Community Resources -Use of Classroom Speakers -Use of Fieldtrips and Site Visitations -Use of Community Resources for Infusing Career Education Into the Curriculum	
	<u>DAY THREE</u>	
60 min.	Teams will plan and outline the development sequence to be used in their district in setting up a community resource system.	
60 min.	Participants will present their homework assignments to the group: five-minute overview of their presentation plan.	

Appendix E

Sample Credit Course Outlines

G CAREER EDUCATION TEACHER TRAINING CORPS

TRAINING OUTLINE

Tech. 494a: Introduction and Orientation

Approx. Time	Lesson Outline	References/Resources
15 min.	Registration (including registration for other sections of 494)	
15 min.	<u>Workshop Introduction</u> 1. An Overview of Career Education Concepts and Definitions. 2. Career Education Programs: National & Local 3. Resources and Materials Available for Implementing Career Education 4. Logistics	
	<u>Concepts and Definitions</u>	Cashmere Overheads A-30-A-34
20 min.	1. Developing a Rational for Career Education	
30 min.	2. Implementing Career Education *National Development & Historical Background *Demonstration of Key Concepts: -K-12 Emphasis -Steps for Implementing -Occupational Clusters -Many Exemplary Projects Developed	Tape/Slide D-6
10 min.	3. Defining Career Education (see Activity A3-1, page 13)	Flip Chart D-1 Handout A-21 Overhead A-22
30 min.	4. Key Concepts *The Eight Elements (Infusion) *Awareness, Exploration, Preparation *Occupational Clusters *Steps for Implementing	Handout: C.E.: A Introduction National Standard Model D-2 A Module Overheads
15 min.	BREAK	
20 min.	5. Career Education Goals *National Standard Model	D-2 Flip Chart D-3 Handout D-36 Goal Packets
10 min.	*The Tri-County Goals (Small Schools Curriculum Project)	Example Books

TRAINING OUTLINE

Tech. 494a: Introduction and Orientation
(Page 2)

Approx. Time	Lesson Outline	References/Resources
15 min.	6. Career Education: An Introduction	Tape/Slide D-4
15 min.	7. Activity: Have You Ever? (Getting Involved With Career Education)	Handout D-70
30 min.	8. Activity: Selecting Career Education Goals	National Standard Model D-2
	*Select goals appropriate to individual use from goal packets D-36 (see Activity A1-1, page 9)	Handout D-36
1 hr 15 min.	LUNCH	
	<u>Career Education Programs: National & Local</u>	
15 min.	1. Career Education Projects in Other States	Handout A-28
	*(C.E.)2, Tigard, Oregon *C.C.E.P., Ohio State *Michigan Career Education *Implementing C.E. Systematically (I.C.E.S.)	guide or brochures for display
15 min.	2. Overview of the I.C.E.S. Model (Jim Leffler)	I.C.E.S. Overheads
15 min.	3. Career Education Projects in Washington State	Handout A-29
	*Cashmere, Peshastin-Dryden *Project FUTURE, Bremerton *Career Alternatives Model (CAM), Highline *3-Star C.E. Project, Camas-Washougal *World of Work C.E. Project, Vancouver *(S. Whidbey, Lake Stevens), Seattle, Renton, N. Kitsap	guide or brochure for display
15 min.	4. "Career Education, Cashmere" (Slide/Tape)	D-10
15 min.	5. Career Education Teacher Training Corps, ESD 121	TTC Overheads
	*Overview of Project	
15 min.	*Curriculum and Activities (Wanda Cadman)	C Module
45 min.	*Guidance (Jim Leffler)	E Module
	*Community Resources (Jim Leffler)	F Module
15 min.	BREAK	
30 min.	6. Experience-Based Career Education (E.B.C.E.)	

TRAINING OUTLINE

Tech. 494a: Introduction and Orientation
(Page 3)

Approx. Time	Lesson Outline	References/Resources
	*(C.E.)2, Tigard, Oregon *Colville, Washington *Kennywick, Washington *Bellevue, Washington	brochures for display Handout A-37
	"Tigard E.B.C.E.: An Overview of (C.E.)2"	Slide/Tape D-10
	Resources and Materials Available for Implementing Career Education	
30 min.	1. Commercial and Non-Commercial Resources *Commercial Materials *Non-Commercial Materials (see Module D Activity A1-1, page 11)	Lecture Notes D-1. Handout D-15 Handout D-16 examples selected from Module D
15 min.	2. Washington State Community Resource System *Community Resource Coordinators' Guide *Teachers' Guide *Helping Students Learn *Special Materials (packet) *The Evergreen Pages	D-45
	3. Occupational Information Systems	
15 min.	*The Dictionary of Occupational Titles (DOT)	D-40 Handout D-33 Handout A-38
15 min.	*The Occupational Outlook Handbook (OOH)	D-41 Handout A-38
15 min.	*Washington Occupational Information Service (WOIS) -Computer Option -Card-Sort Option	Handout A-38 Handout A-40
1 hr.	DINNER	
50 min.	4. Activity: Picture Interest Exploration Survey (P.I.E.S.)	D-103 Handout D-34
20 min.	5. Activity: Select or develop a classroom activity according to goal(s) previously selected. Demonstrate example.	
20 min.	Work Period	selected resources
30 min.	Critique & Evaluation: 1. Questions & Answers 2. Evaluation	

G CAREER EDUCATION TEACHER TRAINING CORPS

TRAINING OUTLINE

Tech. 494b: Career Education Activities

Approx. Time	Lesson Outline	References-Resources
20 min.	Introduction to Career Education Activities	
	1. Relation to Goals and Objectives	National Standard Model D-2
	2. Range: Simple (1 lesson) Complex (multiple lesson units)	Goal Packets
	3. Resources:	
	a. Commercial: kits, films, books, etc.	selected examples from Module D
	b. Non-Commercial: activity & curriculum guides, teacher-developed material	
5 min.	"Career Education: An Introduction" (Slide/Tape) (focus on classroom activities, strategies)	D-4
	Example Career Education Activities	
15 min.	1. "Career Flashcards" - commercial	D-105
20 min.	2. "Paper Computer" - non-commercial	B-4
15 min.	3. "A Career Is Calling" - commercial (free)	D-47
	4. "Scope Visuals" - commercial	D-31
10 min.	#13 - "Getting Applications Right"	
10 min.	#16 - "Career Crosswords" (Scholastic)	
20 min.	5. Elementary Handtool Program	Handtool Manual D-6
	a. Organization b. Safety c. Example Activities	
10 min.	6. "Classroom Banking" - non-commercial	
15 min.	BREAK	
30 min.	Resources and Materials for Developing Career Education Activities	D-15, D-16
	1. Commercial & Non-Commercial Lists	
	2. Commercial Kits Available for Check-Out	materials selected from Module D
	3. Teacher-Developed Activities	
	4. Catalogues	

TRAINING OUTLINE

Tech. 494b: Career Education Activities
(Page 2)

Approx. Time	Lesson Outline	References-Resour
	Work Project: Developing Career Education Activities	
10 min.	1. Develop activities to implement previously developed (selected) goals and objectives	
40 min. (approx. 5-7 min. per example)	2. Examples: Workshop-Developed C.E. Activities	selected from Module B:
	a. K-1 - "Career Awareness: Jobs of Home, School, and Community	Handout
	b. 2nd - "Career Awareness and Leisure Time"	"
	c. 4th - "Career Awareness and Job Clusters"	"
	d. 6-8 - "Career Exploration"	"
	e. 10-12 - "Economic Awareness, Career Awareness, Self Awareness" (Grapes of Wrath)	"
	f. 11-12 - "Career Selection and Planning"	"
	LUNCH	
1 hr 45 min.	Work Period Participants select and/or develop career education activities to implement previously developed (selected) goals and objectives.	

Appendix F

Local District Career Education
Implementation Plans

Clover Park School District
Northshore School District
Seattle School District
Tacoma School District
White River School District

Clover Park School District

CLOVER PARK SCHOOL DISTRICT 400
4500 Steilacoom Blvd.S.W.
Tacoma, WA. 98499

CAREER EDUCATION IMPLEMENTATION PLAN

Clover Park School District is a large urban community district with many varied needs and resources.

The implementation plan for Career Education for such a district must also be varied in order to meet the changing needs and to fully utilize existing resources.

For this reason, an implementation plan must encompass many factors such as staff development, curriculum development, development of community resources. This program is under the supervision of James Capelli, Supervisor of Vocational and Career Education, K-12.

I. Assessment of Existing Program

Clover Park District has been heavily involved in the development of Career Education. However, this development has been primarily on a piece-meal basis, working from several different directions. Typical illustration of activities in operation are:

A. The development of an elementary Career Education manual which is utilized in all elementary schools.

B. The development of Washington Occupational Information System in a coordinated program from the ninth grade level through the twelfth grade level.

C. The development of Career Information Centers at both high school sites.

D. The development of Career Educational projects throughout each of the Junior Highs.

II. Needs Assessment

In analyzing Career Education in the Clover Park District, it becomes evident that one of the most pressing needs at the present time is to develop a coordinated approach towards Career Education which would include the development of a comprehensive scope and sequence.

Recognizing this need, and in cooperation with E.S.D. 121, a team of teacher training personnel was selected and trained through a week-long comprehensive workshop. This team has since been working to organize and develop a scope and sequence plan and a comprehensive district-wide Career Education plan.

III. Administrative Recommendations

The goals of the Career Education program were prepared and presented to the school board as a part of the total goals program for Clover Park School District. The basic statement endorsing the Career Education concept was reviewed and approved by the board of directors.

IV. Community Career Development Advisory Committee

At this point, the Advisory Committee is yet to be designed and/or selected. It is anticipated that such a committee would be developed in the near future. The intent is to utilize the T. C. resource people as specialists in assisting the Advisory Committee by sharing information and providing input and resources. This Committee would meet periodically to assist in program planning, setting standards, and planning staff development activities.

V. Adoption of Validated Programs

The T.T.C. task force has been studying various projects which have been conducted throughout the United States to determine their validity and to either select one of the projects as a guide for our district or to select components from several and develop their own program approach. A Career Training manual project was developed within the elementary program and is currently in operation. This project was piloted in six elementary schools in 1976-77 and was expanded to all 18 elementary schools in 1977-78.

VI. Curriculum Development

Clover Park School District has developed a complete set of student learning objectives for all required courses in the District. This was done to satisfy the requirements of S.B. 3026. Our T.T.C. staff has been reviewing these learning objectives and identifying those portions of the objectives that comply with the Career Education scope and sequence.

Upon completion, those concepts which apply will be coordinated into a scope and sequence plan. T.T.C. members will serve as resource people in developing the scope and sequence for Career Education outcomes. They will utilize materials from the modules gained through the teacher training workshop as resources.

VII. Staff Development Program

Upon completion of these scope and sequence for Career Education, staff development training presentations will be developed and presented at both the elementary and secondary level.

The T.T.C. members will utilize workshop techniques and television presentation to accomplish the In-Service process. It is anticipated that several T.T.C. members will also teach at the district level, offering the courses for graduate and in-service credit. At the high school level, Career Resource Centers may be used as staff resource centers with some In-Service sessions provided for teachers as well as students.

In addition, alternative means will be discussed for providing orientation information to district administrators, principals, and curriculum committees.

Northshore School District

CAREER EDUCATION IMPLEMENTATION PLAN

Northshore School District

Following training, the Northshore career education team has continued to meet to build a broader base for support of career education and to develop plans for implementing career education training within their district, for the next school year. A brief description of the meetings and plan for implementing is as follows:

5/2/78 - The team discussed current support for career education at the administrative level. It was agreed that there is support at this level; however, there were other district programs that seemed to be in competition with career education for release time for training, etc. Two of the team members volunteered to look into this situation and to find our about the possibility for funding of in-service classes for next year. Some members of the team are going to look into the possibility for a Saturday workshop, this year, to increase interest and broaden the number of support staff for career education, at the middle and elementary grade levels.

5/17/78 - It was decided that a needs assessment be done at the building level to identify support and to provide information for developing implementation plans. Team members volunteered to design instruments appropriate for various buildings (elementary, middle, senior high). The possibility for a workshop to be held on June 10 was discussed. One member was appointed to present this idea to the district's in-service committee.

5/25/78 - The request for the June 10th workshop was approved. The team selected a workshop committee to plan and teach the workshop. The needs assessment instruments were printed and distributed at various members' buildings.

5/30-6/10/78 - Several workshop planning meetings were held.

6/10/78 - A workshop was held to orient others in the district to career education and to build a broader support for career education at middle and elementary levels (Attachment #1). The workshop was very well received, and several participants expressed their desire to assist in next year's implementing of career education training, district wide.

6/13/78 - Various members presented results of their needs assessments (Attachment #2). The results were positive, indicating a need and interest in career education. Plans for the future of the Teacher Training Corps were discussed. A steering committee was selected to meet and plan an agenda for an August 30th meeting to "get things going for next year." The district has approved a portion of the all-district "professional Day," in October, to be devoted to career education. The steering committee will also look into a possible agenda for this in-service opportunity.

Attachment 1

PROGRAM FOR CAREER EDUCATION WORKSHOP

June 10, 1978

Rickette Building, Rm. 57, 8:00 a.m.-2:30 p.m.

8:00-8:15 a.m.	Welcome - Lorna Kringle Overview of March 27-31 Teacher Trainer Workshop - Lorna Kringle
8:15-8:30 a.m.	Slide Presentation of Career Education - Harry Silverthorn
8:30-8:45 a.m.	Activity - Katie Holland
8:45-9:05 a.m.	Cashmere Project - Karen Edwardsen Introduction to Career Education - Karen Edwardsen
9:05-9:15 a.m.	Activity - Karen Edwardsen
9:15-9:45 a.m.	Distribution of Goal Packets - Lorna Kringle
9:45-10:15 a.m.	Group Discussion - Katie Holland
10:15-10:30 a.m.	Break
10:30-11:30 a.m.	Overview of 3 Modules Guidance Techniques - Lorna Kringle Community Resources - Katie Holland Curriculum and Infusion - Karen Edwardsen Note: These are 3 modules within the career education spectrum
11:30-12:00 p.m.	Working Lunch - Discussion of Oct. 13 Professional Day and June ESD Career Education Classes
12:00-12:30 p.m.	Group Work (Elementary, Intermediate, Secondary) - Karen Edwardsen
12:30-1:00 p.m.	Group Presentations to other workshop participants - Karen Edwardsen
1:00-2:00 p.m.	Fieldtrip - Katie Holland
2:00-2:30 p.m.	Summarization and Evaluation of Workshop - Katie Holland
2:30 p.m.	Workshop Ends

Jan Horn

May 12, 1978

Attachment 2

FROM: Career Education Committee (Green/Hawkes/Holland)

The Career Education Task Force is attempting to evaluate what teachers in Northshore are presently doing in the area of Career Education. Please take the time to read and fill in this short survey and return to any of us by Tuesday noon, as we need to tabulate this information for a Wednesday meeting.

To help you, we have given you a definition of Career Education.

> "Career Education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living." Dr. Kenneth Hoyt

Perhaps you are already exploring Career Education. We want to know how you are doing this. Please feel free to make any suggestions. Please DON'T feel threatened, intimidated, or abused--we are not the Force or the Shadow.

1. In your discipline, what kind of skills do you teach that will benefit a student in career decision making?

technical theater skills, discipline of rehearsal, realistic view of job opportunities in theater

2. To what extent do you use community resources in your classroom? Please specify.

haven't to this point

3. Do you feel your curriculum lends itself to discuss the following?

	Yes	No
1) Leisure time: satisfaction in non-work time	___	X
2) Decision-making skills	X	___
3) Appreciation and attitudes of self and others	X	___
4) Career planning	___	X

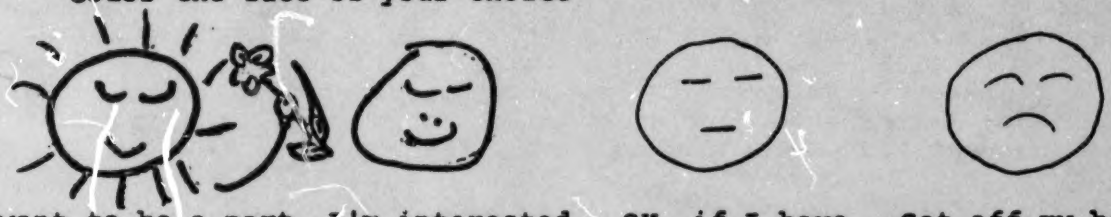
4. To what extant do you teach employability skills?

	None	Somewhat	Extensive
1) Working relationships	___	X	___
2) Personal hygiene	___	X	___
3) Self expression	___	___	X
4) Self awareness of strengths and weaknesses	___	___	X
5) Handling constructive criticism	___	___	X

5. Do you think Career Education ia an important concept which should be integrated in our school curriculum? Yes X No___

6. To what extent are you willing to participate in furthering our school's implementation of future Career Education programs:

Color the face of your choice



I want to be a part of the Force | I'm interested but don't know what to do | OK, if I have to | Get off my back

I fit into both of the above categories

Comments:

---→ I would really like to have some help or be of some help in this area. Its something I've thought about but never really got around to doing.

Grade Level: 5

TEACHER TRAINING CORPS

DO YOU TEACH CAREER EDUCATION????

Check below which areas (how many minutes) you teach the following:

I. ☑ Self Awareness: Values — 20 min/WK

II. ☑ Decision-Making Skills: Provide opportunities to make decisions and gain feelings of success. — _____min/_____

III. ☑ Appreciation and Attitudes: Stress contributions of all people. — 20 min/WK

IV. ☑ Leisure Time: Satisfaction in non-work time — 10 min/WK

V. ☑ Self Awareness/Career Planning: Understand self and society well enough to plan realistically for the future. — _____min/Thru discussion as occasion arises

VI. ☑ Employability Skills/Working Relationships: Able to work productively with others in a variety of situations. — _____min/_____

VII. ☐ Economic Awareness: Utilizing community resources. — _____min/_____

VIII. ☐ Other:

_____ — _____min/_____

Now that you can see how much Career Education you really do teach, GO TO IT!

Would like to see examples of structured units in this area. My attempts tend to happen almost accidentally

Please return this page to Lorna Kringle. by May 17

TEACHER TRAINING CORPS

DO YOU TEACH CAREER EDUCATION?????????

Check below which areas you teach the following. You may use minutes per week, weeks per month, units, etc. Ant type of time element is OK.

- [x] I. Self Awareness: Values — 15 Min per day - doing special person a day
- [x] II. Decision-Making Skills: Provide opportunities to make decisions and gain feelings of success — 30 Min - individualized reading
- [x] III. Appreciation and Attitudes: Stress contribution of all people — 30 Min - Social Studies Unit
- [x] IV. Leisure Time: Satisfaction in non-work time — 30 Min - They have independent time to use however they choose as long as they don't disturb others
- [ ] V. Self Awareness/Career Planning: Understand self and society well enough to plan realistically for the future
- [ ] VI. Employability Skills/Working Relationships: Able to work productively with others in a variety of situations
- [ ] VII. Economic Awareness: Utilizing Community Resources — They last three are hard to put into Minutes They work together on certain things - and in our social studies unit we talk about what we get from the community

yes

VIII. Other _____

Grade Level 3 & 1 Please return to my box.

Thank you,

Karen

Seattle School District

CAREER EDUCATION IMPLEMENTATION PLAN

Seattle School District

During the implementation planning sessions on the final day of the TTC training, the Seattle team decided that the initial thrust of the Teacher Training Corps team should be directed toward a better understanding of the district structure and "focusing the district" with regard to career education. This has continued to be the theme in subsequent meetings, as follows:

5/4/78 - A "brainstorming" activity was lead by one of the team members, from which a "force field" analysis was developed (Attachment #1) identifying "forces" for and against further development of career education. From this information, the team authored four statements (Attachment #2) which they felt were important in the development and implementation of career education within the district.

5/16/78 - The force field and the action statements developed at the previous meeting were reviewed and discussed.

The team base has been broadened by the addition of new members representing key services within the district. The team divided into two groups--one to prioritize goals and identify strategies, the other to develop a position statement on career education. The team discussed and refined the position statement. They are signing their names to this statement and presenting it to various department heads, as a means to help focus the administration on the need to implement career education district wide, infusing it into the K-12 curriculum (Attachment #3). Needs assessment and future in-service possibilities were discussed as strategies for implementing Teacher Training Corps services next year.

6/1/78 - The letter written at the previous meetings has been endorsed and sent on. Future Teacher Training Corps activities were discussed, including alternative ways to use the training for next year. It was decided that the team should meet in groups and strengthen skills in the various areas of curriculum development, community resources, and guidance. Team members were encouraged to participate in the June workshops being offered at Educational Service District 121. The next meeting was set for September 7. Members were encouraged to think about possible action plans for the next year. Some ideas included a career education action committee and a teacher training center.

Attachment 1

SEATTLE TEAM

Career Education Force Field Analysis

- FORCES	+ FORCES
(1) - insufficient district commitment	- private sector ready to move
(1) - resistance from educational community	- public in favor
(1) - poorly defined goals in community and school system	- need for career education
(1) - lack of knowledge	- low cost of infused
(1) - misconception of amount of effort required	- Basic Education Law
✓ - typical power struggle	- existing in at least 1 curriculum area (home economics)
- no defined relationship between school and work	- potential federal funding
- educational tracking	- nucleus of support personnel in school district and community
- lack of interdisciplinary coordination and cooperation	- existing training models/material
- no network of communication	
✓ - no support at educational training level	
** - insufficient coordination between funding agencies	

✓ beyond scope at this time

** action taken

Attachment 2

SEATTLE TEAM

Career Education Teacher Training Corps

1. Clearly define organized structure.

2. Infused into the already existing K-12 curriculum.

3. School/community defined outcomes involving <u>active</u> community participation.

4. Prepare all young people for meaningful work and lifetime career development.

Attachment 3

SEATTLE PUBLIC SCHOOLS
Memorandum

Date: 19 May 1978

To: Dr. Cal Crow, Jerry Bisset, Vickie Forman

From: Seattle Career Education Teacher Training Corps

Re: Administration of Career Education Programs

The Seattle Career Education Teacher Training Corps is a group of Seattle School District personnel organized to work for a clearly defined organizational structure for infusing career education into the existing K - 12 curriculum. This process will involve active community participation to prepare all young people for meaningful work and life-time career development.

We think that an organized, centrally administered program that coordinates all career education programs in the Seattle Public Schools can have a more positive impact on career development with students than the existing departmentalized career education programs.

While the primary interest of the Seattle Career Education Teacher Training Corps is to facilitate staff training in career education, our immediate goal is to work toward the development and implementation of a coordinated and comprehensive Career Education Program in the Seattle Public Schools.

The Seattle Career Educational Teacher Training Corps will meet June 1, 1978, to discuss possibilities for organizing District and community groups interested in furthering career education in the public schools. We would be pleased to become acquainted with District efforts to organize and coordinate career education programs in the Seattle School District prior to our next scheduled meeting.

Your response will be most appreciated.

Illene Boawn, Head Counselor, West Seattle High School
Frank Green, Counselor, Garfield High School
Ridley Nelson, Counselor, South Shore Middle School
Pat Nicholson, Vocational Counselor, Queen Anne High School
Betty Maloney, Counselor, Cleveland/Queen Anne High School
Henry Bell, Industrial Arts Department Head, Garfield High School
Helena Kennedy, Secondary Career Education Project, Queen Anne High School
Jim Forneris, Counselor, Sharples Junior High School
Kay Beck, Teacher, Children's Orthopedic Hospital
Colleen Robinson, Teacher, Queen Anne High School
Sylvia Wesley, Special Education Teacher, Franklin High School
Karen Ludloff, Teacher, West Queen Anne Elementary School
Kathi Lehr, Vocational Counselor, Franklin/Rainier Beach High School
Lydia Sullivan, Teacher, John Hay Elementary School
Chris Riveland, Home Economics Teacher, Rainier Beach High School

Tacoma School District

CAREER EDUCATION IMPLEMENTATION PLAN

Tacoma School District #10

Tacoma School District is a multi-faceted urban community, with many varied needs and resources. An implementation plan for such a community must be equally varied in order to meet the changing needs and fully utilize the existing resources. For this reason, this plan encompasses many factors, in addition to the staff development component, necessary to facilitate program development in the district. The program is under the supervision of John Kvamme, Director of Guidance and Career Education.

I. ASSESSMENT OF EXISTING PROGRAMS

Upon completion of the Teacher Training Corps training program, the director and the TTC team completed an overview of the district career development related components for 1977-78. This overview was given to selected district staff members for critique and comment. Additions and changes will be made to include program plans for the 1978-79 school year. (Attachment #1)

II. NEEDS ASSESSMENT

Needs assessment information is available from several sources including: (a) B3U district level needs assessment instruments that collected information regarding subject area needs and desired student outcomes, (b) Secondary School Citizens' Study Committee recommendations, and others. Other approaches to needs assessment will be considered prior to the development of a comprehensive scope and sequence for career education student outcomes. Those methods under consideration include the ICES Management System and "Partners in Career Education," both from the resources module of the training program.

III. ADMINISTRATIVE RECOMMENDATIONS

The Director of Guidance and Career Education prepared recommendations for the Tacoma School Board regarding the strengthening of the career education program, recommended by the Secondary School Citizens' Study Committee. These recommendations were endorsed by the Board of Directors, on May 31, 1978. (Attachment #2)

IV. COMMUNITY CAREER DEVELOPMENT ADVISORY COMMITTEE

The outline and by-laws for a community career development advisory committee were developed and presented to the administration and Board of Directors for approval. The three task groups which will work with the committee were designed around the three "specialty" areas from the TTC training program.

The intent is to utilize the TTC resource persons as "specialists" to assist each task force, by sharing information and providing input and resources. The task force groups will meet periodically to assist in program planning, setting standards, and planning staff development activities. (Attachment #3 and #4) This committee will begin functioning in the fall of 1978.

V. DEMONSTRATION PROJECTS

A proposal was prepared and submitted for Youth Employment Training Program funding that would help provide a framework for career education "infusion" and training at the secondary level for local district staff members. This program would develop and coordinate community resource systems and placement programs for high school students by utilizing vocational schools and higher education institutions as cooperating resources. TTC members would be involved in helping develop the components to be utilized in staff training situations, if the proposal is funded.

VI. ADOPTION OF VALIDATED PROGRAMS

Plans were made for the adoption of "Project FUTURE," an economic-career education community resources program from Bremerton, Washington. Tacoma was selected as an adoption site, and staff members will receive training during the month of August. Project FUTURE was one of the community resource programs contained in the TTC materials, and TTC members received training in its use and adoption. ESD 121 will also assist Project FUTURE in training the Tacoma staff in implementation strategies.

Project Equality, an elementary career education stereotyping project, was piloted in Tacoma School District, during the 1977-78 school year. During the summer, TTC members may be involved in training teachers who wish to continue to use project materials and in training new staff members in the Project Equality techniques.

VII. CURRICULUM DEVELOPMENT

Tacoma School District has existing student learning objectives committees that are working toward the development of measurable student learning objectives in order to meet the requirements of S.B. 3026. Two staff members trained by ESD 121 are presently working with these committees in the areas of language arts and social studies, and assisting the committees in including "infused" career education objectives. Scope and sequence, at the present time, is being handled within each subject area and no attempt has been made to establish a district-wide scope and sequence for career education outcomes. The TTC members will serve as resource persons on these curriculum committees. Materials from the modules are being used as resources.

VIII. STAFF DEVELOPMENT PROGRAMS

Several building-level career education orientation presentations have been made by TTC members, utilizing the ESD materials. These presentations were made during regularly scheduled faculty meetings. Some TTC members elected to take additional training in the TTC courses offered in June, in order to prepare themselves to teach the courses for college credit at the district level, in the fall of 1978. It is anticipated that several TTC members will team-teach at the district level, offering the courses for graduate and in-service credit. At the high school level, career resource centers may be utilized as staff development resource centers, with some in-service sessions provided for teachers, as well as students. The Summer Counseling Program (SUMCO) also provides a career development center, during the summer, and follow-up staff development sessions are being planned, using SUMCO dollars for substitute time. In addition, alternatives will be discussed for providing orientations for the curriculum committees and the principal groups. The TTC will meet in the fall to discuss concrete plans for these activities.

Attachment 1

TACOMA PUBLIC SCHOOLS

P. O. Box 1357
Tacoma, Washington

INTER-OFFICE MEMORANDUM

DATE: May 19, 1978

SUBJECT: Career Development Related Components

TO:

FROM: John E. Kvamme

Attached for your information is an overview of district career development related components for 1977-78. This sheet was originally put together for the fifteen Tacoma staff members who participated in the career trainer cadre inservice.

There are, no doubt, some related activities that are happening of which I am not aware, or have inadvertently omitted. Any corrections or additions you are aware of would be appreciated.

Next year I hope we can collect information concerning career development activities within the guidance and the curriculum areas in a more systematic way so that we can better assess what our future district and building needs are for this area.

JEK:es

Attachment

TPS — 5 5/76

Attachment 2

Minutes: Subject to Approval

Office of Board of Directors
Tacoma School District No. 10
May 31, 1978

The Board of Directors of Tacoma School District No. 10 met in special session at 12:00 noon on Wednesday, May 31, 1978, in the Board Room on the fourth floor of the Central Administration Building re consideration of the Secondary School Citizens' Study Committee Recommendations Nos. 6, 7, and 8.

Directors Anderson, Boze, Durkin, Gillihan, and Tuell were present on roll call.

Dr. Henry Bertness, Assistant Superintendent for Pupil Personnel Services, presented the following administrative recommendations on the study committee's recommendation No. 6:

"RECOMMENDATION #6

Offerings of vocationally approved secondary industrial education courses should be increased and the district should explore ways to more effectively utilize the Bates Vocational-Technical Institute facilities for students of high school age.

ADMINISTRATIVE RECOMMENDATIONS

The administration concurs that offerings of vocationally approved secondary industrial education courses should be increased. The administration will seek additional vocational funds at the state and federal levels to expand this program.--The likelihood of receiving additional vocational funding for the 1978-79 school year does not appear to be very encouraging. The administration will also review the existing industrial education program to determine to what degree these courses may be adapted to the vocational model within the basic education funding.

The administration will also explore ways to more effectively utilize Bates Vocational-Technical Institute facilities for students of high school age. It is recommended that a committee with representation from the community, the vocational staff, the basic education staff and high school students be convened to review the need for vocational services for high school age students and to review the purpose of job entry vocational programs.

RECOMMENDATION #6

Career development centers should be established in each of the five high schools and minimum standards for career counseling and career centers should be established at the District level.

ADMINISTRATIVE RECOMMENDATIONS

Concur with the Secondary School Citizens' Study Committee recommendation. Career development centers should be established at each of the five high schools and minimum standards should be established for career guidance activities coordinated within each center.

Facilities are presently available for centers at all schools except Lincoln. The approved bond issue includes improvements at Lincoln, which will provide adequate facilities. Continued funding of paraprofessional help and additional

career materials and programs can be pursued through a combination of categorical and local funds.

A district-wide career guidance task group will begin developing minimum standards for career guidance activities coordinated within each career center.

RECOMMENDATION #6

Career exploration programs should be encouraged in the secondary schools and these programs should acquaint all students with career options through field experiences at private industries and the arts, vocational-technical institutes, area colleges and universities, and government.

ADMINISTRATIVE RECOMMENDATIONS

Concur generally with the Secondary School Citizens' Study Committee recommendation. Continue to promote expansion of option classes at the building level that include extensive career exploration field experiences. Continue to pursue categorical funds for implementing program ideas from demonstration models such as Stadium's former "Community Based Instruction Program;" Tigard, Oregon's "Community Experiences for Career Education;" Bremerton's "Project Future;" and Clover Park Vocational-Technical Institute's "Exploring Vocational Education (EVE)."

Assign specific supervision responsibilities for district-wide coordination of student work-study experiences (i.e., work sites, insurance, transportation, etc.). Promote expanded use of community career resources in all areas of the school instructional program. Explore the possibility of reorganizing staff or securing additional staff resources to better coordinate district-wide use of community career resources (i.e., field trips, observations, speakers, career materials, "Discover," Chamber of Commerce, NAB, etc.)."

After amplification of the above administrative recommendations by members of the administrative staff, Director Gillihan moved acceptance of said recommendations subject to financial constraints in the overall budget of the School District. Director Boze seconded the motion and those present, Directors Anderson, Boze, Durkin, Gillihan, and Tuell, voted yea.

Director Gillihan was excused at 1:57 p.m.

Dr. Bertness then presented the administrative recommendations on the study committee's recommendation No. 7 as follows:

"RECOMMENDATION #7

Counseling should assume a much more substantial role in the educational programs at all grade levels and, to the extent possible, this counseling should be a shared responsibility of the entire faculty.

ADMINISTRATIVE RECOMMENDATIONS

Concur with Recommendation #7 and the assumed intent of dealing with factors that interfere with a student's learning life. It is recommended that advising and guidance functions should be an expanded and shared responsibility of the entire faculty. School counseling services should move toward a ratio of one certificated counselor for each 400 students at the elementary level and one

Recommendation #6

Career development centers should be established in each of the five high schools and minimum standards for career counseling and career centers should be established at the District level.

Administrative Recommendation:

Concur, generally, with the Secondary School Citizens' Study Committee recommendation. Career development centers should be established at each of the five high schools and minimum standards should be established for career guidance activities coordinated within each center.

Facilities are presently available for centers at all schools except Lincoln. The approved bond issue includes improvements at Lincoln, which will provide adequate facilities. Continued funding of paraprofessional help and additional career materials and programs can be pursued through a combination of categorical and local funds.

A district-wide career guidance task group will begin developing minimum standards for career guidance activities coordinated within each career center.

Recommendation #6

Career development centers should be established in each of the five high schools and minimum standards for career counseling and career centers should be established at the District level.

I. Rationale

Career development centers have proven to be an effective means of delivering career education and career guidance. Career development centers are designed to organize resources, both human and material, into a unified system so that they are readily available, accessible, and appropriate to students.

Implementation of career development centers has the potential for increasing student life role aspirations and expectations; relating instruction to expected career outcomes; providing better exposure to existing educational and work programs; giving individuals career information upon which to base their career decision; lowering student attrition; encouraging the appropriate placement of school leavers; and facilitating the accountability for career guidance and counseling programs.

The services provided by a career development center should be designed to complement the academic preparation of students. The major purposes of the career development centers should be to:

- provide up-to-date occupational, educational, and personal-social information;
- help students use resources to achieve their goals;
- promote thoughtful career planning and decision making;
- assist students in assessing and understanding their personal attitudes, values, interests, and attitudes;
- foster the integration of career development activities into classroom instruction;
- provide a delivery system for career counseling services;
- prepare individuals for life role transitions; and
- provide a setting where students can feel comfortable in sharing their interests and concerns in a nonthreatening environment.

A career development center provides opportunity for many individuals to be served at one time. Therefore, it is a cost-effective way of providing career guidance.

Systems that can effectively be coordinated through a career development center are:

1. Career Assessment: interests, abilities, attitudes, values, and aptitudes.

2. Career Information: books, kits, films, slidefilms, cassettes, etc.

3. Educational and Vocational Training Planning: colleges, vocational programs, specialized schools information, catalogues, brochures, applications, orientations, etc.

4. Scholarship and Financial Aid: forms, orientations, etc.

5. Community Resource Coordination: speakers, field trips, observations, work-study, advisory committees, etc.

6. Placement: part-time jobs, work experience, etc.

7. Computorized Programs: can help systematize and supplement all of the above systems; Discover, WOIS, Resource File, etc.

8. Infusion of Career Education in Curriculum: dissemination of resources into classroom, career education staff development, consultation, etc.

II. Present Status: At this time all five high schools are developing career development centers. Prior to this school year, Mount Tahoma was the only high school to have an established career center. The present status of each high schools is as follows:

Mount Tahoma: established career center in 1975 - moved into classroom size area in 1978 - has building funded paraprofessional aide - one counselor has major coordination responsibility - good supply of materials and equipment - two "Discover" terminals.

Wilson: established career center in fall of 1977 - double classroom size - has full-time CETA funded paraprofessional - counselors share in the coordination responsibilities - fair supply of materials and equipment - two "Discover" terminals.

Stadium: established career center in fall of 1977 - small classroom size - no paraprofessional help - one counselor has coordination responsibility - fair supply of materials and equipment - no "Discover" terminal in center.

Henry Foss: presently establishing a career center - utilizing PPS area presently - has full-time YETP funded paraprofessional - counselors share in the coordination responsibilities - just beginning to collect and order materials and equipment - two "Discover" terminals in PPS area.

Lincoln: has begun planning a career center - approved bond issue allows for Lincoln improvements, which will provide adequate facilities - counselors and administration supportive of starting a center - new materials have been ordered - two "Discover" terminals will be available.

Most of the high schools are just beginning to coordinate delivery systems through the career development centers.

III. Future Institutional Needs

A. Physical space is a present problem at Lincoln; however, the new bond issue includes improvements which will allow for a center in the future.

Present spaces utilized at Stadium and Foss are limited.

B. Funding of a career guidance technician (paraprofessional) at each school needs to be continued or pursued. CETA, YETP, or other categorical funds may be available for 1978-79.

C. Additional materials and equipment will be needed. Much of the present materials and equipment were ordered through SUMCO Plus Nine, YETP, minigrants, and Title IV-B funds.

D. Continued District funding of computor terminals is necessary for "Discover." Additional printers will be needed.

E. A District level senior high career guidance task group will begin work on planning further implementation of career development centers. This group, plus others, will begin to develop minimum standards for career guidance activities coordinated within each career center.

F. Additional staff development opportunities are needed. During April and May, 1978, two inservice opportunities are planned.

1. ESD 121 sponsored one week-long training seminar to train fifteen Tacoma staff members as local career education trainees.

2. T.C.C., NAB, Tacoma Public School sponsored Career Guidance Institute involving fifteen Tacoma staff members.

Recommendation #6

Career exploration programs should be encouraged in the secondary schools and these programs should acquaint all students with career options through field experiences at private industries and the arts, vocational-technical institutes, area colleges and universities, and government.

Administrative Recommendation:

Concur generally with the Secondary School Citizens' Study Committee recommendation. Continue to promote expansion of option classes at the building level that include extensive career exploration field experiences. Continue to pursue categorical funds for implementing program ideas from demonstration models such as Stadium's former "Community Based Instruction Program;" Tigard, Oregon's "Community Experiences for Career Education;" Bremerton's "Project Future;" and Clover Park Vocational-Technical Institute's "Exploring Vocational Education (EVE)."

Assign specific supervision responsibilities for district-wide coordination of student work-study experiences (i.e., work sites, insurance, transportation, etc.). Promote expanded use of community career resources in all areas of the school instructional program. Explore the possibility of reorganizing staff or securing additional staff resources to better coordinate district-wide use of community career resources (i.e., field trips, observations, speakers, career materials, "Discover," Chamber of Commerce, NAB, etc.).

Recommendation #6

Career exploration programs should be encouraged in the secondary schools and these programs should acquaint all students with career options through field experiences at private industries and the arts, vocational-technical institutes, area colleges and universities, and government.

I. Rationale

Field experiences, as a part of the career and vocational areas, have a variety of purposes. Some of the purposes found in career and vocational literature are:

- to bridge the gap between school and work
- to relate classroom learning to the world
- to enhance job prospects and career opportunities of young persons
- to develop personal competencies required of a worker
- to make an impact on unemployment problems of yough
- to develop job skills leading to employment
- to restore the work ethic as a viable and effective force in American society

The basic American values of freedom and responsibility call for the opportunity for knowledgeable and reasoned choice and the preservation of personal integrity in the area of student career and vocational development. Career exploration experiences play an important role in helping the student learn more about the variety of occupational roles and lifestyles.

Both within the Tacoma Public Schools and at the national and state levels there are many successful programs utilizing field experiences.

II. Present Status:

During this school year the following estimated number of students will be served by the various Tacoma Public School programs, which involve extensive field experiences:

Community Laboratory	300	(handicapped identified students only)
Prevocational Program	315	(handicapped only)
Hess Learning Center	120	(parole & probation only)
Distributive Education	125	
Lincoln Tree Farm	85	
Youth Employment Training Program	100	(after school-low income only

Youth Development Conservation Corps	60
Youth Conservation Corps	25 (summer only)
Home Repair Program	25
Career Exploration Option Classes (with extensive field experience)	250
Summer Counseling Plus Nine Career Classes	75 (summer only)
TOTAL:	1,480

Attachment 3

TACOMA SCHOOL DISTRICT

ROUGH DRAFT COMMUNITY CAREER DEVELOPMENT ADVISORY COMMITTEE ROUGH DRAFT

ADVISORY COMMITTEE BYLAWS

A. Name

Community Career Development Advisory Committee

B. Purpose

1. To review and make recommendations concerning districtwide career development direction.
2. To participate in the development of present and future career-related programs.
3. To participate in the process of career needs assessment.
4. To review recommendations and activities of the following three task groups:

   a. Career Guidance
   b. Community Resources
   c. Curriculum/Infusion

C. Membership

Parents (PTSA, etc.)
Students
Chamber of Commerce
National Alliance of Businessmen
Employment/Manpower, etc.
City Youth Programs (YSB, EORC, etc.)
Pierce County Labor Council
Private Sector Initiatives
Post High School Institutions
Other

The Director of Counseling and Career Development will serve on the committee as an ex officio member. Other school district staff members will be requested to serve in consultant or ex officio status as requested by the committee.

D. Term of Office

Two years - July 1 through June 30.

E. Voting Rights

Each member will possess one vote. Majority rule.

F. Officers

The committee will select a chairperson and a secretary at the first meeting of the year.

G. Meetings

Minimum of two meetings per year. Meetings will be called by the chairperson in consultation with the Director of Counseling and Career Development, or may be set by a majority of the committee.

H. Quorum

Forty percent of the membership.

I. Minutes

Minutes will be kept by the secretary. The Director of Counseling and Career Development's secretary will type and distribute minutes within two weeks to each member.

J. Bylaw Amendments

An amendment to the bylaws may be proposed by any committee member. Passage must be by a two-thirds majority.

ROUGH
DRAFT

ROUGH
DRAFT

TACOMA SCHOOL DISTRICT
CAREER DEVELOPMENT TASK GROUPS

The three task groups recommended to be formed by at least the fall of 1978 are:

1. Career Guidance: includes such activities as career assessment, career information, career planning, "Discover," career centers, etc.

2. Community Resources: includes such activities as speakers, field trips, observations, work-study, etc.

3. Curriculum/Infusion: includes such areas as SLOs, materials, guides staff development, etc.

These task groups would help in program planning coordinating, setting minimal standards, planning staff development activities, etc. Members of the Community Career Development Advisory Committee would be represented on each task group; hence, there would be coordination between task groups and the advisory committee.

The suggested makeup of task groups is:

Career Guidance

5 counselors
2 teachers
3 administrators
1 advisory member

Community Resources

3 community advisory members
3 teachers involved with work-experience
2 counselors
2 teachers
1 administrator

Curriculum/Infusion

5 teachers
2 counselors
3 administrators
1 advisory member

4/78
es

TACOMA PUBLIC SCHOOLS
CAREER DEVELOPMENT RELATED COMPONENTS
1977-78

PROGRAMS WITH WORK EXPERIENCE

	Approx. No. Students 77-78
Community Lab	300
Prevocational	315
Distributive Ed Placement	125
Hess Learning Center	120
YETP	100
Home Repair Program	25
Youth Conservation Corps	25
Youth Dev. Conservation Corps	60
Foss (Dalesky-Lindsey)	30
Mt. Tahoma (Appleby)	120
Mt. Tahoma (Pearson-Hearing Impaired)	17
Stadium (Packard)	79
Wilson (Connelly)	100
Junior High	20

VOCATIONAL PROGRAMS

Bates Voc.-Tech	250	students
Distributive Ed.	20	classes per quarter
Prevoc. Indust. Arts	18	"
Lincoln Tree Farm	8	"
Lincoln Forestry	4	"
Office Occupations	134	"

WORK SKILLS (grades 9-12) 22.3%

Business	8.2%
Home Economics	5.4%
Industrial Arts	8.5%
Agriculture	.37%

PENDING PROPOSALS WRITTEN

Project Future Adoption (78-79, $10,000)
YETP (77-78, $108,000) (78-79-?)
YETP National Innovative (78-79, $39[illegible],000)
SUMCO Plus Nine Career Component (77-78, Career Comp., approx. $10,000)
Project Occ. Action (78-79, $219,279)
Edison Career & Dev. Center (77-78, $5,000)

COMMITTEES

Community Advisory Committee
1. Career Guidance Task Group
2. Community Res. Task Group
3. Curriculum/Infusion Task Group

CAREER CENTERS

Foss
Mount Tahoma
Stadium
Wilson
Edison Career & Developmental
SUMCO Plus Nine

CAREER EDUCATION SLO's

Language Arts
Social Studies

STAFF DEVELOPMENT

1. Valuing Approach to Career Ed.
   2 hours - Fred Jefferson
   Mt. Tahoma - 35 staff
   Central - 20 staff
   Hunt - 10 staff
2. Career Trainer Cadre (ESD 121)
   40 hours - 15 staff
3. Career Guidance Institute
   40 hours - 15 staff
   Community Res./Company Classroom
   Roxy Smarzik - Mt. Tahoma & District
   1½ hours - 40 staff
5. Community Resources Workshop
   (Summers for PLU or UPS Credit)
6. All-City Counselor Meeting-
   Career Presentations
7. Economic Ed/Business Experience
   (Planned for this summer)
8. Project Equality Workshop
   2 half days - 55 teachers
9. Project Future (12 staff for summer--if funded)
10. Career Infusion Workshop ESD 121
    (3 junior high teachers - 2 days)

CAREER OPTION CLASSES OFFERED

Foss
Lincoln
Meeker
Truman
Mt. Tahoma
Stadium
SUMCO Plus Nine

CAREER UNITS

Baker - English
Gray - Social St.
Hunt - Social St.
McIlvaigh Dome Project & Unit
Jason Lee - Social St.
Stewart - Social St.
Mason

STUDENT CAREER SYSTEMS

Discover/WOIS (Computer)
Comm. Resource Bank (Chamber of Commerce)
Speaker-Bureau-Field Trips
Computorized Post H. S. Survey
Six-Year Career Guidance Planning Folder
Assessment
Audio-Visual Aids

ELEMENTARY CAREER AWARENESS

Project Equality
15 teachers
Larchmont
Fern Hill
Madison
Bryant
Edison
Whitman
Birney

Project Seals (Self Esteem & Life Skills)
2 teachers
Franklin

White River School District

CAREER EDUCATION IMPLEMENTATION PLAN

White River School District

Spring, 1978

Presentation to White River Board of Directors, on May 8, 1978.

Presentation to White River High School staff and White River Elementary staff, on May 9, 1978.

Presentation to White River Middle School staff, on June 6, 1978.

Summer, 1978

Educational Service District 121 consultant will meet with the Assistant Superintendent of White River School District. This meeting will be for data reporting and follow-up planning regarding the Teacher Training Corps Project and the infusing of the ICES (Implementing Career Education Systematically) piloting done in White River School District, through ESD 121 and Region 10 Education Service Center, in Richardson, Texas. This planning will take into account the Final Report of Sequencing Learner Outcomes for Career Education Instruction and the Final Report of the Career Education Needs Assessment, conducted through the ICES Project. Follow-up planning will include use of the ICES data and the Teacher Training Corps materials and training.

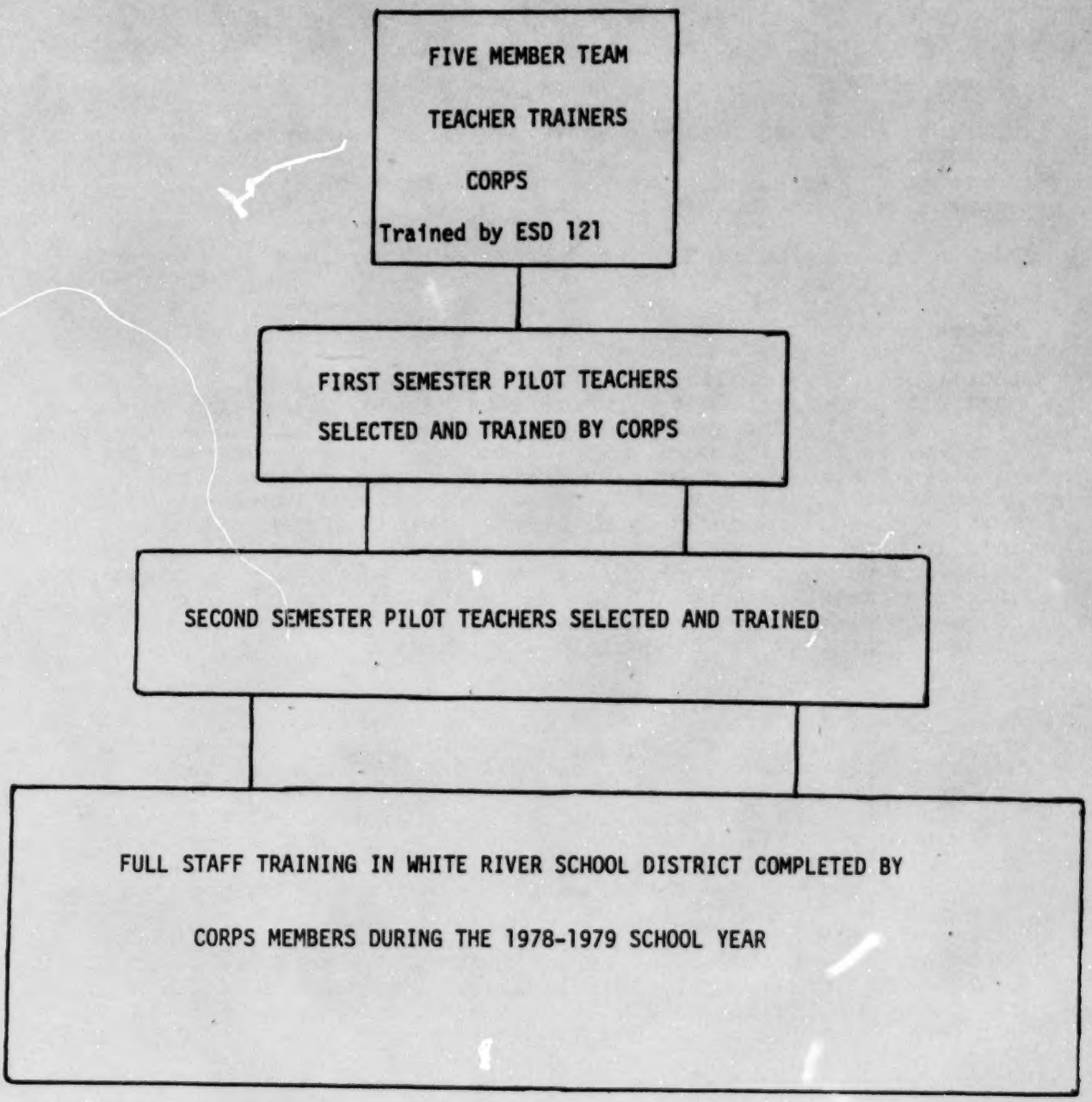
Fall, 1978

Begin working with teacher in each of the buildings in White River School District. In October, pilot teachers in each of the buildings will be identified to receive training with the Teacher Training Corps materials. Teachers will meet individually and in small groups with trainers, who will assist them in planning and conducting infused career education activities in their classrooms.

During each semester of the school year, additional teachers will be selected from each of the buildings. The process of training and individual meetings will be repeated for training the new pilot teachers.

Pilot teachers will be selected on the strength of their desire to participate and on the number of teachers in their building who have applied to be pilot teachers. In this way, no building will be overburdened with a large number of teachers leaving for training, at any one time. Some training will take place for all of the group, at the same time; and other training sessions will be arranged to have special emphasis for grade-level groups of teachers.

Basically, the White River School District will be using the same multiplier method of teacher training that the Teacher Training Corps Project used during the 1977-78 school year for training the initial corps members in White River.


FIVE MEMBER TEAM
TEACHER TRAINERS
CORPS
Trained by ESD 121
FIRST SEMESTER PILOT TEACHERS
SELECTED AND TRAINED BY CORPS
SECOND SEMESTER PILOT TEACHERS SELECTED AND TRAINED
FULL STAFF TRAINING IN WHITE RIVER SCHOOL DISTRICT COMPLETED BY
CORPS MEMBERS DURING THE 1978-1979 SCHOOL YEAR

Appendix G

Sample Pre-Test/Post-Test

Designed to assess knowledge and skill gains of career education workshop participants.

KNOWLEDGE - MODULE F

This section of the evaluation asks for information regarding your knowledge about Career Education. Knowledge is the possession of concepts and information about something.

Rate the level of your present knowledge by circling the number which most accurately describes your knowledge in the following areas. Use the following scale throughout this evaluation.

1 = Truly Outstanding
2 = Superior
3 = Good
4 = Fair, Average
5 = Below Average, Poor

1 2 3 4 5 1. Concepts of Project Future.

1 2 3 4 5 2. Procedures for conducting Community Interaction Program experiences.

1 2 3 4 5 3. Procedures for organizing a Community Advisory Committee.

1 2 3 4 5 4. Reasons for using community resources.

1 2 3 4 5 5. Parts of Washington State Community Resource System.

1 2 3 4 5 6. IPAR system. (Institute for Public Affairs Research)

Contents of Career Education Training Materials in:

1 2 3 4 5 7. Module F Community Resources.

SKILLS - MODULE E

This section of the evaluation asks for information regarding your assessment of the skills in two areas:

1. How well can you perform the skills?

2. How well can you teach other teachers in your district how to perform the skill?

Use the following scale for all skill items:

1 = Truly Outstanding
2 = Superior
3 = Good
4 = Fair, Average
5 = Below Average, Poor

PART I

Rate your present skill level by circling the number which most accurately describes how well you think you can perform skills:

1 2 3 4 5 1. Outline a community information brochure.

1 2 3 4 5 2. Outline a speaker's guide for a given grade level.

1 2 3 4 5 3. Plan in outline form a system for setting up a community resource system.

PART II

Rate your present skill level by circling the number which most accurately describes how well you think you can teach other teachers in your district how to perform the following skills:

1 2 3 4 5 1. Utilize community resources in classroom activities.

1 2 3 4 5 2. Identify community resources for classroom use.

PART III

Rate your present skill level by circling the number which most accurately describes how you think you can:

Use each module to develop a lesson plan for teaching other teachers:

1 2 3 4 5 1. Module F Community Resources.

Teach other teachers the content of:

1 2 3 4 5 2. Module F Community Resources.

Appendix H

Evaluation of Workshop Instruction

EVALUATION OF WORKSHOP INSTRUCTION

Do not put your name on this evaluation instrument, but please complete the following items to provide biographical data:

District: _____

Position: _____

Grade Level: _____

Workshop Instructor: _____ Module: _____

Complete the following items as honestly as you can. The data will be used to provide feedback to the Career Education staff who are presenting the workshop.

Ratings on this form should be for a single workshop session.

Listed below are characteristics of an instructor and his/her teaching. Please indicate your opinion of the degree to which the instructor(s) for this workshop has (have) demonstrated or achieved each. Circle the appropriate letter in front of each item.

Scale for Items

1 to 9

A = Truly Outstanding
B = Superior
C = Good
D = Fair, Average
E = Below Average, Poor

Instructor's:

A B C D E 1. Flexibility and responsiveness to problems and needs of participants.

A B C D E 2. Tolerance: Participants feel free to ask questions, disagree, express their ideas, etc.

A B C D E 3. Interest in subject matter of workshop.

A B C D E 4. Knowledge of subject matter of workshop.

A B C D E 5. Organized presentation of materials and subject matter.

A B C D E 6. Clarity of interpretations and explanations of subject matter.

A B C D E 7. Emphasis on important material and subject matter.

A B C D E 8. Clarity of workshop objectives.

A B C D E 9. Agreement between stated objectives of the workshop and what was actually taught.

The remaining five (5) items are more general and relate to the workshop session just completed:

10. In comparison to other workshop instruction, I would rate instruction for this session as:

    A. Truly Outstanding
    B. Superior
    C. Good
    D. Fair, Average
    E. Below Average, Poor

11. Would you recommend this workshop session to others?

    A. Yes, without reservation
    B. Yes, with a few reservations
    C. Yes, with many reservations
    D. Am not sure
    E. Absolutely not

12. For my preparation and ability, the level of difficulty of this workshop session was:

    A. Very elementary
    B. Somewhat elementary
    C. About right
    D. Somewhat difficult
    E. Very difficult

13. List or describe one or two things you thought were done especially well in this workshop session.

    1.

    2.

14. List or describe one or two things which would improve this workshop session.

    1.

    2.

Appendix I

Sample Critique Forms

Designed to assess General Organization, Instructional Design, Content, Materials, and Principles of Learning used in Modules A-F.

First example was used by curriculum consultants.
Second example was used by workshop participants.

Appendix I

CRITIQUE FORM FOR EVALUATION OF CAREER EDUCATION TEACHER TRAINING CORPS MODULES

REVIEWER_____ POSITION/TITLE_____

ADDRESS_____ PHONE_____

MODULE REVIEWED_____

DIRECTIONS: Thank you for serving as a reviewer of the Teacher Training Corps Modules. Your task is to read the module, rate each item which is applicable to the module, and write comments or suggestions in order to help the Career Education staff of this project edit the modules.

SUGGESTIONS:

1. Scan the module to get a "feel" for its organization and components. Relate what you see in the module to the rating items found on the Crit. Form

2. Read the module carefully.

3. Focus on one set of items at a time, i.e., General Design, Content.

4. Rate the module on each item. The numerical scale should be used in the normal manner of a 5 point rating scale: 5 = High (exceptionally well done, a superior product, repeatedly of high quality); 3 = Average (satisfactory, occasionally present, middle range of quality); 1 = Low (not well done, poor quality, seldom present). The numerals 4 and 2 provide intermediate ratings. If an item is not represented in the module you are reviewing or if you feel you cannot make a judgment, leave the item blank.

5. List examples (to support your judgments) or make suggestions for improvement in the Comments section of each set of items. Please key your examples or suggestions to the item. ("IIIa - Too many facts, no major idea presented - see page x and z" or "IVb - Handout A22 is excellent")

6. Repeat steps 3, 4, 5 with all sets of items.

7. Add any general comments, criticisms, compliments, suggestions on the last page.

QUALIFIER: You were selected as someone knowledgeable in the area of Career Education and/or Instructional Planning. Use your best judgment, make your ratings and comments and don't worry. The ratings of staff, of workshop participants, of reviewers, and of Third Party Evaluator will be used as a basis for editing the module for dissemination. Your honest judgments will be helpful in that process. The Third Party Evaluator will remove the top or cover sheet to provide a degree of anonymity.

Thank you for your assistance in this project.

J. Arthur Keith
Third Party Evaluator
Route 3, Box 40-A
Ellensburg, WA 98926
PHONE: 509 925-3971

CRITIQUE FORM

I. GENERAL ORGANIZATION

Low				High		
1	2	3	4	5	a.	Preface provides instructor with an overview and "fit" of the module to total set of modules
1	2	3	4	5	b.	An overview or introduction is provided early in the module.
1	2	3	4	5	c.	Content and activities built in a logical manner; i.e., simple to complex; definitions followed by examples.
1	2	3	4	5	d.	Instructional format is easily followed.
1	2	3	4	5	e.	Module is integrated or coordinated with other modules.
1	2	3	4	5	f.	Module activities or materials are cross-referenced where necessary.
1	2	3	4	5	g.	Format is consistent.
1	2	3	4	5	h.	Directions are clear and concise.
1	2	3	4	5	i.	Written material is grammatically correct.
1	2	3	4	5	j.	General appearance is attractive.

COMMENTS: List examples or make suggestions for improvement and key them by item.

II. INSTRUCTIONAL DESIGN

Low				High		
1	2	3	4	5	a.	Objectives for the module are clearly stated.
1	2	3	4	5	b.	Objectives are appropriate for participants.
1	2	3	4	5	c.	Activities are arranged in logical order.
1	2	3	4	5	d.	Activities are described in sufficient detail.
1	2	3	4	5	e.	Instructor actions are clearly specified.
1	2	3	4	5	f.	Participant tasks are clearly specified.
1	2	3	4	5	g.	Assignment activities are relevant.
1	2	3	4	5	h.	Activities are arranged in steps and time guidelines are indicated.
1	2	3	4	5	i.	Activities provide a variety of learning experiences.
1	2	3	4	5	j.	Setting and facilities are indicated.
1	2	3	4	5	k.	Materials are listed by name and a reference number.
1	2	3	4	5	l.	Materials are keyed to activities.
1	2	3	4	5	m.	Evaluation procedures for participant outcomes are clearly stated.
1	2	3	4	5	n.	Evaluation procedures provide for formative evaluation (monitoring).
1	2	3	4	5	o.	Evaluation procedures provide for summative evaluation at significant check-points.
1	2	3	4	5	p.	Evaluation procedures are clearly related to objectives of the module.

COMMENTS: List examples or make suggestions for improvement and key them by item.

III. CONTENT

Low				High		
1	2	3	4	5	a.	Content is organized around major ideas.
1	2	3	4	5	b.	Major ideas are clearly stated.
1	2	3	4	5	c.	Major ideas are accurate.
1	2	3	4	5	d.	Module contains adequate content descriptions to encourage uniformity in delivery with different instructors.
1	2	3	4	5	e.	Content is appropriate for participants.
1	2	3	4	5	f.	Major ideas are supported by examples and audio-visual materials.
1	2	3	4	5	g.	Content of the module is consistent with the content of other modules.
1	2	3	4	5	h.	Content is organized in an appropriate manner.
1	2	3	4	5	i.	Definitions are generally acceptable and appropriate.
1	2	3	4	5	j.	Content is representative of the module subject.

COMMENTS: List examples or make suggestions for improvement and key them by item.

IV. MATERIALS

Low				High		
1	2	3	4	5	a.	Handouts complement instructor presentations.
1	2	3	4	5	b.	Handouts are well-organized and easily read.
1	2	3	4	5	c.	Transparencies and/or slides reinforce major ideas.
1	2	3	4	5	d.	Instructional materials are geared to interest level of audience.
1	2	3	4	5	e.	Instructional materials are attractive.
1	2	3	4	5	f.	Instructional materials are clear and readable.
1	2	3	4	5	g.	Instructional materials reflect accurately the stated major ideas.
1	2	3	4	5	h.	Instructional materials are keyed to appropriate instructional activity.
1	2	3	4	5	i.	Instructional materials are in reproducable form.
1	2	3	4	5	j.	Instructional materials are in sufficient numbers to illustrate concepts and provide examples.
1	2	3	4	5	k.	Instructional materials are organized for easy reference by instructor.

COMMENTS: List examples or make suggestions for improvement and key them by item.

V. PRINCIPLES OF LEARNING

Low				High		
1	2	3	4	5	a.	Materials and activities have meaning to participants.
1	2	3	4	5	b.	Activities are at correct level of difficulty for participants.
1	2	3	4	5	c.	Activities are organized in a manner which will lead to successful experiences by participants.
1	2	3	4	5	d.	Activities provide for guided practice in the application of major ideas.
1	2	3	4	5	e.	Each major activity provides for a high degree of original learning before progressing to next activity.
1	2	3	4	5	f.	Opportunities for supervised practice are provided.
1	2	3	4	5	g.	Opportunities for independent practice are provided.
1	2	3	4	5	h.	Transfer is provided through the use of association or similarities.
1	2	3	4	5	i.	Transfer is provided through focus on major ideas.

COMMENTS: List examples or make suggestions for improvement and key them by item.

Please add any comments, suggestions, criticisms, or recommendations you have which would assist the Teacher Training Corps Career Education staff in their task of editing these modules for dissemination.

TEACHER CRITIQUE FORM FOR EVALUATION OF CAREER EDUCATION TEACHER TRAINING CORPS MODULES

PARTICIPANT_____ POSITION/TITLE_____

ADDRESS_____ PHONE_____

MODULE REVIEWED_____

DIRECTIONS: Thank you for serving as a participant in the field testing of the Teacher Training Corps Modules. Your task is to read the module, rate each item which is applicable to the module, and write comments or suggestions in order to help the Career Education staff of this project edit the modules.

SUGGESTIONS:

1. Scan the module to get a "feel" for its organization and components. Relate what you see in the module to the rating items found on the Critique Form.

2. Review the module carefully.

3. Focus on one set of items at a time, i.e., General Design, Content.

4. Rate the module on each item. The numerical scale should be used in the normal manner of a 5 point rating scale: 5 = High (exceptionally well done, a superior product, repeatedly of high quality); 3 = Average (satisfactory, occasionally present, middle range of quality); 1 = Low (not well done, poor quality, seldom present). The numerals 4 and 2 provide intermediate ratings. If an items is not represented in the module you are reviewing or if you feel you cannot make a judgment, leave the item blank.

5. Add any comments, criticisms, compliments or make suggestions for improvement in the Comments section of each set of items.

6. Repeat steps 3, 4, 5 with all sets of items.

QUALIFIER: You were selected as someone knowledgeable in the area of Career Education and/or Instructional Planning. Use your best judgment, make your ratings and comments and don't worry. The ratings of staff, of workshop participants, of reviewers, and of Third Party Evaluator will be used as a basis for editing the module for dissemination. Your honest judgments will be helpful in that process. The Third Party Evaluator will remove the top or cover sheet to provide a degree of anonymity.

Thank you for your assistance in this project.

J. Arthur Keith
Third Party Evaluator
Route 3, Box 40-A
Ellensburg, WA 98926
PHONE: (509) 925-3971

CRITIQUE FORM -- TEACHER

I. GENERAL ORGANIZATION

Low				High		
1	2	3	4	5	a.	Instructional format is easily followed.
1	2	3	4	5	b.	Directions are clear and concise.
1	2	3	4	5	c.	General appearance is attractive.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.

II. INSTRUCTIONAL DESIGN

Low				High		
1	2	3	4	5	a.	Objectives for the module are clearly stated.
1	2	3	4	5	b.	Objectives are appropriate for participants.
1	2	3	4	5	c.	Activities are arranged in logical order.
1	2	3	4	5	d.	Activities are described in sufficient detail.
1	2	3	4	5	e.	Assignment activities are relevant.
1	2	3	4	5	f.	Activities provide a variety of learning experiences.
1	2	3	4	5	g.	Materials are keyed to activities.
1	2	3	4	5	h.	Evaluation procedures are clearly related to objectives of the module.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.

III. CONTENT

Low				High		
1	2	3	4	5	a.	Major ideas are clearly stated.
1	2	3	4	5	b.	Module contains adequate content descriptions to encourage uniformity in delivery with different instructors.

1 2 3 4 5 c. Content is appropriate for participants.

1 2 3 4 5 d. Definitions are generally acceptable and appropriate.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.

IV. MATERIALS

Low High

1 2 3 4 5 a. Handouts are well-organized and easily read.

1 2 3 4 5 b. Instructional materials are geared to interest level of audience.

1 2 3 4 5 c. Instructional materials are attractive.

1 2 3 4 5 d. Instructional materials are clear and readable.

1 2 3 4 5 e. Instructional materials are keyed to appropriate instructional activity.

1 2 3 4 5 f. Instructional materials are organized for easy reference by instructor.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.

V. PRINCIPLES OF LEARNING

Low High

1 2 3 4 5 a. Activities are organized in a manner which will lead to successful experiences by participants.

1 2 3 4 5 b. Activities provide for guided practice in the application of major ideas.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.